FINAL REPORT ON ENGLISH LANGUAGE TRAINING AND TESTING ASSISTANCE

July 31, 1988

VOLUME 1 OF 2

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EXECUTIVE SUMMARY

I. SCOPE AND OBJECTIVES

From November 1987 through July 1988 at the request of the Office of International Training/Science and Technology (OIT/S&T) of the United States Agency for International Development (USAID), the Partners in International Education and Training (PIET) carried out "English Langauge Training and Testing Assistance" under the field services component of its contract. As the implementing partner for this initiative, the Experiment in International Training (EIL) arranged for English language specialists to help selected AID Missions assess and/or strengthen their in-country English Language Training (ELT) projects.

In the summer of 1987, USAID asked that Missions submit requests for technical assistance in ELT. The requests included:

- to assess ELT programs in Bangladesh, Costa Rica, El Salvador, Paraguay and Senegal

- to develop action plans for ELT for El Salvador, Guatemala, Indonesia and Paraguay

- to determine the feasibility of designing a two- to three-month refresher course for English language teachers in Indonesia

- to assist in designing a management system for an ELT training unit with the Government of Indonesia

- to develop and start up a commercial English language program in Mauritania based on the initial recommendations from American Language Institute/Georgetown University's (ALI/GU) needs assessment

II. METHODS AND PROCEDURES

1. Selected requests for ELT assistance were received through USAID by EIL.

2. AID staff in OIT/S&T and in the relevant AID Missions in Washington, D.C. were interviewed to determine current ELT requirements in the target countries.

3. Forms and criteria were revised and/or developed for assessment purposes and for developing action plans.

4. ELT specialists were selected and given orientation.

5. A multi-method approach was developed to fulfill the tasks including interviews, check-lists, observations and review of documents.

6. Country visits were made and reports were written by the ELT specialists and submitted to the individual Missions, to EIL and to AID/OIT Washington, D.C.

7. A final report of the project was submitted by EIL to USAID/OIT/S&T, Washington, D.C.

III. SUMMARY OF FINDINGS

Bangladesh, Costa Rica, El Salvador, Guatemala, and Paraguay requested needs assessments/action plans. As a result of the ELT specialists' visits, it was determined that AID is currently contracting with quality ELT programs in most of the countries visited. However, there are areas for improvement that have been highlighted in individual country reports.

Indonesia requested three separate tasks. A three-phase teacher training plan based on the needs of the teachers involved was outlined and presented to the AID Mission for consideration. It was recommended that the Overseas Training Office provide ELT services to AID-sponsored

participants in non-General Participant Training II (non-GPT II) training projects. It was recommended that the Overseas Training Office facilitate ELT management training activities.

Mauritania requested assistance in establishing a commercial English training program. The specialist developed a program for the Confederation Generale des Employeurs de Mauritanie (CGEM); staff was hired; a curriculum for English for Business Purposes was developed; and training was begun for an initial group of students from the Mauritanian business community. Procedures have been set in place for continuation of the project, including using Peace Corps Volunteers (PCVs) as part of the administrative and teaching staff.

I. INTRODUCTION

The Experiment in International Living through its Field Services Contract with the Partners for International Education and Training (PIET) was commissioned by the Office of International Training/Science and Technology (OIT/S&T) of the U.S. Agency for International Development (USAID) to provide technical assistance to selected AID Missions in the area of English Language Training (ELT).

A. Primary Objective:

To help the AID Missions in Bangladesh, Costa Rica, El Salvador, Guatemala, Indonesia, Mauritania, Paraguay and Senegal assess and/or strengthen their in-country English Language Training through provision of technical assistance.

B. Sub-Objectives:

- o To provide Mission personnel with the opportunity to become better acquainted with major ELT issues and approaches to addressing them
- o To develop approaches to ELT technical assistance which could be adapted to similar situations in the future
- o To share information regarding regional ELT resources, as appropriate

C. Country Requests

Prior to the beginning of the contract, OIT/S&T asked that AID Missions make requests for ELT technical assistance. Eight issions responded to the request. Following are the countries, the initial requests selected by AID and the number of ELT specialists and the time alloted for each request.

Bangladesh requested one ELT specialist to conduct an in-depth survey and assessment of ELT needs and current in-country program resources and to collect data on the potential for establishing an ELT program. (21 days)

Costa Rica requested one ELT specialist to conduct an on-site survey and assessment of the Mission's ELT program currently being implemented for CAPS participants by two organizations in San Jose: the US/CR Binational Center and CONVERSA, a private firm and to offer recommendations on how the program could be strengthened. (18 days)

El Salvador requested two ELT specialists to conduct an on-site survey and an in-depth assessment of the current programs offered by the Centro Cultural Salvadoreno for Central American Peace Scholars (CAPS) participants including a complete "work break-out structure" analysis of the ELT training costs and to work with the Mission in developing an action plan for either a new ELT program or for the improvement of the existing program including an estimated work break-out structure budget. (36 days)

Guatemala requested one ELT specialist to assist the Mission in developing an ELT action plan in support of its ELT program for long-term CAPS participants at Del Valle University and to conduct an ELT needs assessment for an up-coming legal fellowship program with Harvard University. (18 days)

Indonesia requested three specialists. One ELT specialist will evaluate the current General Participant Training II Project ELT model and programs and assist the ission in developing a plan for the improvement of these programs and the broadening of its scope of services to include other USAID-supported participants with pre-departure English. One ELT specialist will design a model for a regular two-three month refresher course for Indonesian ELT teachers and develop a plan of action for implementing such a program. One management specialist with experience in the management of large ESL programs will design a program for ELT training unit management and administration for the Government of Indonesia. (total: 87 days)

Mauritania requested one ESP specialist to be involved in training local English teachers in commercial English methodology by establishing procedures which define grantee responsibilities and duties of the instructors, to design and set up a curriculum responsive to local needs as defined in the needs assessment of Phase I, to select English language instructors and train them, and to oversee the procurement of materials and equipment. (75 days)

Paraguay requested one ELT specialist to evaluate the effectiveness of the Mission's ELT efforts to date, to assess the current strengths and weaknesses of the Binational Center's program, and to update the strategy for improving ELT in Paraguay outlined in the USAID Country Training Plan. (18 days)

Senegal requested one ELT specialist to plan an evaluation and provide an interim assessment of the effectiveness of two ELT programs currently utilized by the Mission, and to assist the Mission in planning for future ELT needs including looking into the possibility of providing an ELT program for regional use. (21 days)

As explained in the individual country reports and noted in the Summary section below, some of these requests were modified after the beginning of the contract. In addition, Senegal cancelled its request and the alloted time was divided between El Salvador (for an additional assessment of ELT at the American School Extension Program) and Mauritania (for additional work in setting up and implementing the commercial English program).

II. TECHNICAL APPROACH

Existing studies and evaluations of in-country ELT projects were reviewed, including English Language Training Assessment, Academy for Educational Development, January 1987; English Language Assessment in Central America, Center for Applied Linguistics/Academy for Educational Development, 1985 and "Report of ALI/GU Consultation to USAID/Indonesia (1983) and to the Dominican Republic (1985)", American Language Institute/Georgetown University.

The Program Manager held preliminary meetings with OIT/S&T of USAID and with Washington, D.C. representatives of the AID Missions requesting assistance in order to elicit specific information pertaining to the objectives of the project.

ELT specialists with backgrounds in program design, development, administration, evaluation, teaching and teacher training were selected to undertake the assignments (resumes of the specialists are included in the Inception Plan, Appendix I).

A standardized approach to conducting assessments of in-country ELT programs and for developing ELT action plans was developed by the Program Manager working with the ELT specialists in a preliminary meeting held in October, 1987, at EIL in Brattleboro, Vermont.

The following variables, adapted from criteria established by the Academy for Educational Development during its 1987 English language assessments for AID were considered:

- Country variables: including linguistic make-up of the population, cultural view of English, economic need for English

- In-country ELT variables: including historical context of in-country ELT, size of ELT institutions, potential for expansion, past relationships of the institution with the Mission

- Mission variables: including Mission policies on ELT, specific project requirements, overall Mission priorities, numbers of participants to be trained each year, participant selection, screening and evaluation

- Participant variables: including educational background, social and economic profiles, levels of English proficiency, goals and objectives of the program, length and type of program

- Cost variables: including program, administrative, and cost-effectiveness

Once in country, the ELT specialists gathered information using the following strategies:

- Review of existing in-country studies/documentation

- Focused discussion with Mission officials, program managers, and selected support staff as well as with academic personnel including directors, supervisors, teachers and students of the ELT institutions

- Observation of in-country ELT programs

The following standardized forms and criteria were used in gathering the data:

- The Piet "English Language Training Assessment," checklist, Appendix II (adapted by PIET ELT Specialists from AED English Language Training Assessment,"Data Sheet/Checklist on English Language Training Programs"). This served as a guideline during focused discussions in all countries to assure that consistent information was gathered about each ELT institution.

- "Criteria for Evaluation of ELT Programs, Appendix III, (adapted by PIET ELT specialists and the faculty of the School for

International Training from criteria used in ALI/GU needs assessments) served as the standard for evaluating existing ELT programs.

- o EAP Program Curriculum, Appendix IV, developed by Department of Language Services, International Students of English Program, Experiment in International Living. This curriculum outline served as a guideline for evaluating existing EAP programs and as a sample curriculum when making suggestions for program modifications.

III. DATES OF WORK

The contract dates were September 18, 1987 through July 31, 1988. Appendix V shows the time-line for the ELT Specialists' country visits.

IV. COUNTRY SUMMARIES

Following are the revised scope of work and the findings and recommendations for each of the countries involved in the ELT contract:

BANGLADESH

Scope of Work

A. Suggest ways to meet the ELT needs of USAID for the following groups:

1. participants going to the U.S. for academic training
2. participants for short-term training (1-6 months) in the U.S. or in third country training facilities
3. foreign service nationals

B. Make recommendations to improve English language training in general in Bangladesh

Recommendations

A. Recommendations for USAID training:

1. For academic and short-term participants, the Binational Center offers the best possibility among the available institutions for a quality program which is cost effective and flexible enough to meet specific American orientation requirements. For potential participants with unacceptable ALI/GU scores, the YMCA/YWCA courses can be recommended for beginning level English.

2. For foreign service nationals, classes should be organized on a one-hour per day, five-day a week, six-week course basis with primary attention being paid to job relevance of course material. 50% of course time should be contributed by AID and 50% by the employee.

B. Recommendations for general improvement of ELT in Bangladesh:

While English is the second language of Bangladesh, there is uniform agreement that standards are dropping. This will effect USAID trainees as the years go by because there will be a smaller pool of available potential participants with adequate English and because a longer time will be needed for English training for potential participants. Therefore, the following recommendations are made for USAID to become more involved in ELT in Bangladesh:

1. assist cooperative efforts being undertaken by the British Council, USIS and The Asia Foundation to encourage teacher training and Journal development by the Bangladesh English Language Teachers' Association (BELTA) and to provide materials and other assistance to EFL teachers

2. undertake activities of its own such as underwriting costs of an English language director for EFL radio programs or for EFL for public employees

3. place EFL interns through USIA

4. possibly support recruitment of Peace Corps EFL teachers

COSTA RICA

Scope of Work

A. Conduct on-site survey and assessment of the Mission's ELT program currently being implemented by the Centro Cultural Costarricense-Norteamericano (CCCN) and Centro Linguistico Conversa (CONVERSA)

B. Offer recommendations on how the ELT program could be strengthened in response to a number of questions posed by the Mission

C. Improve the programs by providing technical assistance to both ELT organizations through program development and teacher training sessions

Recommendations

A. CCCN and Conversa:

1. CCCN AID programs are well-developed as is CCCN's capacity to staff and run the programs

2. CONVERSA conducts effective short-term AID programs but for long-term programs the areas of curriculum development and teacher training were identified as needing strengthening

B. In order to strengthen ELT in Costa Rica in general, AID Costa Rica should:

1. require that in-country institutions have well-developed curriculum guidelines and up-to-date teacher training programs

2. provide as steady a flow of programs to ELT institutions as possible and fix program dates as soon as possible thus allowing the institutions to retain a trained and experienced staff

3. monitor program quality and participant progress in upcoming 14- and 20-week groups at both institutions to determine the most effective time period for study and the abilities of the two institutions to deliver a quality program of different lengths. Technical assistance should be requested to assist in this monitoring. Also any three- versus two-week short term programs should be monitored to determine any benefits of one over the other.

4. present the possibility of Spanish language training at the beginning of all training programs as a positive option for students having difficulty learning English

5. for follow-up to study abroad: pay a portion of tuition for EFL classes for those who wish to continue studying; sponsor a follow-up seminar for groups such as EFL teachers

6. contract with CCCN to give an oral test to high school students both pre- and post-program

7. require improved reporting techniques from ELT institutions and deliver more complete evaluative comments to programs

EL SALVADOR

Scope of Work

A. Assess the current services and existing programs at the Centro Cultural Salvadorena (CCS) and the Extension Program at the American School (EAX) to determine their capabilities in providing a four-month in-country English language and cross-cultural training (ELT and CCT) program for Central America Peace Scholar (CAPS) participants

B. Analyze the cost of such a program

C. Provide USAID/El Salvador with general guidelines for ELT and CCT programs

Recommendations

A. Assessment of CCS and EAX:

1. Effective in-country ELT and CCT is essential to the success of the CAPS program.

2. EAX does not have the present capability to provide a four-month in-country ELT and CCT program for CAPS participants because of:
   - scheduling constraints with the American School
   - inadequate supplementary EFL materials
   - absence of a TEFL professional
   - lack of pre-service and in-service staff training.

3. CCS has the potential capability to provide a four-month ELT and CCT program for CAPS participants because of its:
   - adequate space, resources and facilities
   - qualified teaching, supervisory and support staff
   - current academic director who plans and executes quality pre-service and in-service training, who is experienced in all aspects of TEFL, and who has worked diligently with the supervisors so training will continue when he leaves.

4. The one-month ELT and CCT program provided by the CCS for CAPS participants in August, 1987 might have been more effective if the Mission had provided CCS with a more specific statement of desired services, (i.e., English proficiency), and if the CCS had had a more capable academic director.

B. Cost Analysis: An estimated cost analysis for a projected four-month ELT and CCT program at CCS and at a U.S. institution revealed that training in San Salvador is less expensive. However, figures used were estimates and say nothing about cost-effectiveness.

C. General recommendations for ELT/CCT for CAPS participants:

1. that AID Costa Rica state clearly desired services and outcomes (i.e. English proficiency) in its RFP so that bidding institutions can respond accurately

2. that the school or institution contracted to provide in-country ELT and CCT for CAPS a) receive sufficient lead time to prepare and provide the desired services, b) understand the Mission's specific goals and objectives of the program, c) be included as early as possible in the Mission's planning meetings, so that all parties understand the magnitude of the task

3. that the Mission keep abreast of ELT issues by consulting current publications and by developing an effective system of communication with other Missions in the region with ELT/CCT programs

4. that periodic training in ELT issues be provided for program managers

5. that CAPS participants be give pre- and post-tests that can be used as placement and progress documentation

6. that CAPS participants be told at the beginning of the program of their roles and responsibilities

7. that sufficient time be allotted in country for training for CAPS participants to prepare them culturally, psychologically and academically for study in the U.S.

8. that additional technical support such as staff training be provided to CCS.

GUATEMALA

Scope of Work

A. Review and assess ELT programs at the Universidad del Valle (UDV) and make recommendations for improving the ELT programs to ensure adequate preparation for AID participants

B. Recommend improvements in training for parrticipants in the Harvard Law School/Guatemala Supreme Court Cooperative Fellowship Program

C. Assess the ELT program at CALUSAC and make recommendations for its improvement

Recommendations

A. UDV

1. Top priority is curriculum revision to include balance of training in the four skill areas, an EAP component and a cross-cultural training course.

2. Departmental status should be given to ELT to increase the status of English language training at the university.

3. English language teacher training should be incorporated into the same department as ELT to maximize use of resources.

4. A well-trained professional should be hired as head of the ELT department.

5. Students should own their own texts whenever possible.

6. An in-service teacher training program should be inititated and professional involvement in EFL organizations and activities should be encouraged.

7. Faculty salaries should be upgraded as well as qualifications for teaching positions in order to insure quality EFL instruction.

8. A cross-cultural trainer/CAPS student advisor should be hired to work with AID-sponsored program participants who will study in the U.S.

9. A placement exam should be required of all participants to determine if further ELT is required and to place students in appropriate levels. Testing should also occur at the end of each program and periodic student and staff evaluation should be encouraged.

10. An ELT teacher resource center to include professional reading materials, teaching materials and audio-visual equipment should eventually be made available for staff.

11. A language laboratory should eventually be installed.

B. Harvard Law School/Guatemala Supreme Court Cooperative Fellowship Program

Although the first year of the Fellowship Program was less than ideal as far as English language training for participants, it is recommended that the Instituto Guatemalteco Americano (IGA) continue providing language training, but within the following framework:

Phase I: in Guatemala
Selected justices study in appropriate level English classes in IGA's regular one-hour, Monday to Friday, ELT courses for six months.

Phase II: in Guatemala or the U.S.
Cross-cultural training to familiarize participants with life in the U.S. will take place either in Guatemala near the end of the language training or in the U.S. immediately upon arrival.

Phase III: in the U.S.

A two-week homestay with an American family, prior to or simultaneous with Phase IV.

Phase IV: in the U.S.

An eight-week intensive ELT program at an institution near Harvard immediately preceding the Fellowship Program.

These eight months of study will allow sufficient time prior to the beginning of the Harvard Fellowship Program to allow the justices to reach a level of English and cross-cultural understanding in order to take full advantage of the Fellowship offering.

C. CALUSAC

The ELT offered at CALUSAC is of high caliber and the teachers and administrative staff deserve praise for working creativity in a program that has minimal teaching materials. Recommendations for improving the program include:

1. Class size should be reduced.

2. Supplemental materials need to be expanded.

3. A teacher resource room should be provided where professional materials, supplementary materials and a selection of teaching materials and tests would be available to teachers. This might be followed by development of a student resource room.

4. Additional opportunities for training should be provided such as attendance at TESOL conferences or attendance at U.S. seminars such as the Central American Teacher Training Program (CATT). In addition, the services of a U.S. training specialist could be secured.

INDONESIA - NON-GPT II PROJECTS

Scope of Work

A. Investigate the feasibility of non-GPT II Projects using GPT II's Overseas Training Office (OTO) for pre-departure training support

B. Investigate the kinds of ELT-related services OTO might provide USAID-sponsored participants in non-GPT II projects

Recommendations

The OTO is currently in a position to expand its ELT services beyond the GPT-II project. It is therefore recommended that:

1. policies be formulated and implemented by NSCOT (National Steering Committee on Training) and Tim Paleksan to allow for establishment of services to non-GPT II projects

2. OTO promote its services by providing names of OTO contact persons for specific services and by setting procedures necessary for requesting services

3. OTO provide information to non-GPT II Project Officers on the current state of ELT in Jakarta and throughout Indonesia

4. OTO provide such services to non-GPT II Projects as brokering for ELT with ELT service providers; performing student placement functions; monitoring ELT programs and participants; coordinating curriculum development as needed

5. OTO waive test requirements for participants using OTO ELT services but not undergoing OTO selection process

6. OTO implement an academic skills upgrading component into their pre-departure participant preparation

7. standards for short-term training be set, including goals, ELT requirements, amount of pre-departure training

8. OTO create an ELT unit to advise on and implement ELT

INDONESIA - MANAGEMENT SYSTEM

Scope of Work

A. Conduct interviews and observations relating to management effectiveness among English Language Training Units

B. Provide recommendations concerning possible management training activities appropriate to OTO concerns

Recommendations

1. That OTO institute a planning process to build an ELT network capable of delivering training

2. That OTO create a Professional Advisory Group composed of both foreign and Indonesian resource persons

3. That the Professional Advisory Group deliver administrative training to staff of OTO ELT units

INDONESIA - TEACHER TRAINING

Scope of Work

A. Design a model for a regular refresher course for Indonesian English language teachers in GPT II OTO/ELT-sponsored courses

B. Develop an action plan to implement such a course

Recommendations

A three-phase teacher training course for all OTO ELT teachers was designed:

Phase I: INPUT: Intensive training for three weeks during the summer. This phase is designed to focus on teacher needs within the specific context of OTO/ELT.

Phase II: APPLICATION AND SUPERVISION: During the BELT program in the fall, the trainees apply what they have learned in Phase while being observed and supervised by the trainers.

Phase III: SYNTHESIS: Trainers and trainees reconvene in January for a one-week period of debriefing, reflection and information sharing.

MAURITANIA

Scope of Work

A. Work with the Confederation Generale des Employeurs de Mauritanie (CGEM) to design an English for Business Purposes program for personnel from the Mauritanian business community, based on recommendations from the Phase I ALI/GU study.

B. Design an instructional syllabus for the program

C. Hire and train staff to work in the program

D. Set up a structure for continuation of the program after the end of the ESP specialist's work

Program Design

A. On March 28, 1988, the Secretary General of CGEM opened the English for Business Professionals Program (EBPP) to its first fifty students.

B. The program had fully-furnished and equipped housing at CGEM headquarters in Nouakchott.

C. An instructional syllabus was designed to accommodate the functional language needs of both executive and clerical personnel.

D. The voluntary services of two U.S. Peace Corps Volunteers, one as coordinator and one as instructor were secured.

E. A Resource Center was created within the EBPP where reinforcement and supplementary materials are available for students.

F. Instructional staff with prior EFL teaching experience were hired and trained through pre- and in-service teacher training workshops.

G. Recommendations for a Phase III consultancy were made including an evaluation of the program.

PARAGUAY

Scope of Work

A. Evaluate the effectiveness of ELT efforts to date by interviewing returned participants and their employees

B. Assess current strengths and weaknesses of the binational center's ELT program within the context of a rapidly expanding private sector ELT program

C. Update Country Training Plan for improving ELT in Paraguay, taking into account expected future levels of support

Recommendations

A. ELT Efforts to Date:

1. AID/LASPAU training at San Diego TEFL Summer Institute was valuable and had a very positive impact on the professionalism of Paraguay English teachers. Teachers, hwoever, would have appreciated additional follow-up work in Paraguay by a teacher trainer from the Institute.

2. The one returned MA candidate from Paraguay benefitted greatly from U.S. training and is having possible long-range effects on the TEFL profession by initiating formation of a TESOL organization for Paraguay.

B. The highest quality ELT is offered by Centro-Cultural Paraguayo-Americano (CCPA), the binational center. This center would be a logical place for any in-country teacher training.

C. There is a general feeling in Paraguay that ELT ability is low because of the isolation of the country, the lack of English language radio, t.v. and newspapers, the low-level of English proficiency among public school teachers, the low salary level of English teachers and the lack of good ELT teacher training programs.

AID/Paraguay's support for professionalizing English teaching is to be commended. There is a clear need for this support to continue in supporting English language teacher training for Paraguay. It is recommended that AID consider some or all of the following suggestions:

1. send a group of teachers to the U.S. for short-term training with an in-country follow-up component

2. fund a technical consultant to help the binational center design and initiate an in-country teacher training program and fund (at

least partially) staff time, materials, fees, living expenses, travel. Both new and experienced teachers in Asuncion and outside the capital should be included.

3. send individual English teachers to the U.S. for advanced English courses and a homestay or for short-term teacher training, or for USIA study/visitor programs

4. support growth of TESOL/Paraguay and encourage/facilitate professional conference participation.

APPENDIX A

ENGLISH LANGUAGE TRAINING AND TESTING ASSISTANCE

FIELD SERVICES COMPONENT OF THE PIET CONTRACT

INCEPTION REPORT

OCTOBER 21, 1987

I. TECHNICAL ASSISTANCE OBJECTIVES

Primary Objective:

To help the A.I.D. Missions in Costa Rica, Bangladesh, El Salvador, Paraguay, Senegal, Guatemala, Indonesia and Mauritania assess and/or strengthen their in-country English Language Training through provision of technical assistance.

Sub-Objectives:

o To provide Mission personnel with the opportunity to become better acquainted with major ELT issues and approaches to addressing them

o To develop approaches to ELT technical assistance which could be adapted to similar situations in the future

o To share information regarding regional ELT resources, as appropriate

II. PLAN OF ACTION

o To review existing studies and evaluations of in-country ELT programs

o To interview Bureau staff in Washington, D.C. to discuss current ELT requirements and initiatives in the target countries

o To develop a standardized approach for conducting assessments of in-country ELT programs and for developing ELT action plans, considering the following variables:

- country variables
- in-country ELT potential variables
- mission variables
- participant variables
- contractor variables
- U.S. training institutions variables

o To gather information using the following strategies:

- informal discussions
- formal interviews

-standardized data collection sheets
-observations of existing ELT programs
-review of in-country studies/documentation

o To use/adapt the data collection instruments developed by the Academy for Educational Development ELT assessment team as cited in their January, 1987 "English Language Training Assessment Final Report". These instruments are sound and are of proven efficiency; adaptations, however, will be made based on the specific needs of the individual countries.

-For the action plans: "The ELT Decision Tree"

-For the survey and assessments of country ELT Programs:

"Assessment of ELT Approaches and Models" (if deemed relevant after discussion with the Missions)

"National Context of ELT Programs: Assessor's Data Sheet/Checklist"

"Data Sheet/Checklist On In-Country Program Action/Potential ELT Contractors"

"Teaching Assessment Checklist"

o To develop a teacher training program for Indonesia

The specialist will visit designated language training institutions to observe classes and interview key staff at each site regarding training needs. Based on recommendations, observed needs and discussion with Mission personnel, a model course will be designed including objectives, curriculum, approach, and personnel requirements.

o To conduct teacher training and start-up a program for commercial English in Mauritania.

Procedure will depend on the findings of the Phase I study being conducted by ALIGU. We would propose including the possibility of visiting the Experiment in International Living's English for Commercial Purposes program, being conducted in collaboration with the Center for International Banking Studies, Istanbul, Turkey. For minimal additional cost, it would be useful to observe this existing program.

o To develop a management plan for Indonesia

Steps will include:
1. Field Survey: contact with representative agencies; assessments of staff backgrounds in management; discussion with AID officials; identification of problems, priorities, needs and suggestions.
2. Collating and analysis of survey results

3. Design of general, not agency specific, training sequence, with likely emphasis on
Management:
a. planning for objective
b. core elements of management
c. approaches to staff training
Administration:
a. personnel
b. finance
c. reporting
4. Report in three parts
a. results of field survey
b. proposed training content
c. identification of possible training persons and/or institutions

III. PERSONNEL

o Qualifications

Specialists in English language training with background in ELT program design, development, administration, evaluation, teaching and teacher training have been selected to undertake the assignments.

o Pre-Departure Preparation

Prior to their departure for their in-country assignments, the specialists will:

-be briefed on the status of ELT in their assigned country

-receive training in the use of research instruments, in interview approaches and in clarification of terms and concepts to assure that a consistent research methodology is applied in the field and that the information gathered is of high quality.

o Staff

The following staff have been selected as qualified and available within the next six months for the assignments. They are listed by country with a summary of their qualifications. Available dates include preparation and travel time.

Bangladesh, Survey and Assessment, Mary Gray, Nov. 23-Dec. 12,'87

Dr. Mary Gray has eight years of experience in Asia building and directing English language programs. She was Director of Courses for the binational center in Rangoon, Burma and for a USAID program in Cambodia. She has evaluated ELT programs in Taiwan. Currently, Dr. Gray is a Placement Specialist for the Asia Foundation/PIET.

Indonesia, Survey and Assessment/Action Plan, Christopher Reznich, Nov. 29-Dec. 23, 1987

Christopher Reznich has extensive experience as a teacher, teacher trainer, material developer and teacher evaluator. He served as coordinator of a large scale teacher training program in Thailand and trained Indonesian ELT teachers for U.S. Department of State refugee education programs in Galang, Indonesia.

Senegal, Survey and Assessment/ Action Plan, Alex Silverman, Jan. 6-28, 1988

Alex Silverman is currently director of the School for International Training's Master of Arts in Teaching Program. He has extensive experience in program design and evaluation for all types of language programs, both in the U.S. and overseas. Mr. Silverman is fluent in French.

Indonesia, Design and develop a two to three month refresher course for Indonesian ELT teachers and develop an action plan for implementing the program, Diane Larsen-Freeman.

Dates:
Jan. 6-8: Pre-departure preparation
Jan. 9-30: Fact-finding in Indonesia
Feb. 1-12: Draft report/recommendations; send to Indonesia
Apr 14-17: Return to Indonesia to discuss report
(Dr. Larsen-Freeman will be in Singapore at this time and can return to Indonesia at no additional travel expense to the project)
end April: Revise report and submit final report

Dr. Diane Larsen-Freeman has had extensive experience as a teacher trainer and course designer. She currently has responsiblity for developing and often directing new programs for the School for International Training. Dr. Larsen-Freeman was an Academic Specialist for USIA in Jakarta in 1982 where she conducted training courses for teachers in IKIP Jakarta and at PPIA. She was a Peace Corps volunteer in Malaysia and therefore has conversational ability in Bahasa Indonesia.

Indonesia, Design a management system for an ELT training unit, Theodore Gochenour, Jan. 11-Feb. 6, 1988.

Theodore Gochenour was ESL program director for a large language and cultural orientation program for Southeast Asian refugees in Bataan, Philippines. Mr. Gochenour has extensive management and ESL training experience including assignments in Uganda, Somalia, Afghanistan, and Pakistan. Most recently Mr. Gochenour was part

of the Academy for Educational Development's ELT Assessment Team doing a 12-country ELT study for USAID.

Mauritania, Curriculum Design/Teacher Training for Commerical ELT Program (task to be further defined based on Phase I study), Patricia Johnson, February-April, 1988 (tentative based on Phase I completion)

Patricia Johnson has many years experience advising and teaching in ESL programs for USAID and USIS. She was Director of Courses for USIA in Afghanistan and has held teaching, training and administrative positions in Ethiopia, Tunisia, Afghanistan, and Bangladesh. She has designed ESP courses for groups including trade seminar participants, pre-MBA students, and computer operators. Ms. Johnson has professional fluency in French.

Paraguay, Survey and Assessment/Action Plan, Claire Stanley, March 14- April 1,1988.

Claire Stanley has experience as a language teacher, teacher trainer, teacher supervisor and program director. She has done teacher and program assessment while director for the Experiment in International Living's English Language Office. She has supervised student teachers in numerous institutions of language education including binational centers. Currently she is director of the School for International Training's Summer Master of Arts in Teaching Program. This work includes program design, program management and program and staff evaluation. Ms. Stanley is fluent in Spanish.

Costa Rica, Survey and Assessment/Action Plan, Bonnie Mennell, April 4-23, 1988.

Bonnie Mennell has been an ESL teacher, teacher trainer, program designer and program manager. For the past two years she has been director of the USIA's Central American Teacher Trainer Program at the School for International Training, an experience that has given her valuable insights into the institutions, training needs and capabilities of EFL in Central America. She has twice been a USIA consultant in Guatemala. Her work there included assisting staff in designing pre-service and in-service programs for teachers and on ways to improve teacher evaluation methods. She also taught in a pre-service teacher training course and advised staff on its over-all training design.

El Salvador, Survey and Assessment/Action Plan, Nancy Clair and Danny Lubovich, April 11-30, 1988

Nancy Clair has eight years experience as an ESL and Spanish

teacher, teacher trainer and program administrator. She has taught EFL at Columbia University, La Guardia Community College, Hunter College, and the Experiment in International Living. She was director of a USIA TEFL Project for the International Visitor's Program and has coordinated language programs for the Experiment in International Living. Ms. Clair is currently a doctoral student at Teacher's College, Columbia University. She is fluent in Spanish.

Danny Lubovich has experience in program development, program management, budget management, staff hiring, teacher training, curriculum design and classroom teaching. He was Administrative Director of Courses at the Yemen-America Language Institute for USAID and Academic Director at the Instituto Benjamin Franklin in Merida, Mexico for USIA. He is fluent in Spanish.

Guatemala, Based on current information, the task is being redefined, Bonnie Mennell, April 28-May 19, 1988.

IV. DOCUMENT FINDINGS

Future reports and documents to be produced are:

o Country reports

-Five country assessments (Bangladesh, Costa Rica, El Salvador, Paraguay, and Senegal)

-Five action plans (El Salvador, Guatemala (task may be redefined based on current need), Indonesia and Paraguay

-Design for an ELT teacher training refresher course (Indonesia)

-Design for a management system for ELT training unit (Indonesia)

-Design of a curriculum for a commercial ELT program (task to be defined based on Phase I ALIGU assessment)

o Full draft report to be reviewed by S&T/IT

o Final report

Each specialist will be responsible for submitting a draft report prior to departure from the country and for submitting a final report; however, the information collected will be reviewed by the contractor before final submission to S&T/IT to insure consistency and quality.

V. TASK MILESTONE STATEMENT

October, 1987

Review of existing literature

October, 1987

Development of Inception Plan
Selection of specialists
Dates telexed to Missions

November, 1987

Revision, development of research instruments
Continued communication with mission; schedule revisions made

November-December, 1987 (and on-going)

Orientation of staff
Training of staff in use of instruments

November-May, 1987

Field Work:

COUNTRY	CONSULTANT	DATES
Bangladesh Survey & Assessment	Mary Gray	Nov 23-Dec 12, 1987
Indonesia Survey & Assessment Action Plan	Christopher Reznich	Nov 27-Dec. 23, 1987
Senegal Survey & Assessment Action Plan	Alex Silverman	Jan 6- 28, 1988
Indonesia Design & develop action plan for teacher trng. course	Diane Larsen-Freeman	Jan 9-30, 1988; Ap 14-17 (in-country: see Section III for details)
Indonesia Design mgt. system for ELT trng. unit	Ted Gochenour	Jan 11- Feb 6
Maritania Commercial English	Patricia Johnson	Feb-Apr, 1988 (tentative)

Course curriculum; teacher trng.		
Paraguay Survey & Assessment Action Plan	Claire Stanley	Mar.14-Apr 1
Costa Rica Survey & Assessment Action Plan	Bonnie Mennell	Apr 4-23
El Salvador Survey & Assessment Action Plan	Danny Lubovich Nancy Clair	Apr 11-30
Guatemala (task to be defined by Mission)	Bonnie Mennell	Apr 28-May 19

November, 1987- June, 1988

Draft reports: provided in-country at the end of each activity to the Mission/host country and to USAID/Washington

July 31, 1988

Five copies of the final report submitted to Dan S. Terrell, S&T/IT for review and approval

APPENDIX A

RESUMES

Regional Placement Specialist

MARY F. GRAY

EDUCATION

Ph.D., Semitic Languages and Archaeology, Hebrew Union College Jewish Institute of Religion, Cincinnati, Ohio. Interfaith Fellow.
Two years graduate work in Near Eastern Studies, Anthropology, Sociology, University of California, Berkeley, California.
B.D., magna cum laude in Old Testatment and Archaeology, Pacific School of Religion, Berkeley.
B.A., magna cum laude in American and British History, Stanford University. Weter Scholar in Independent Study. History Prize. Stanford, California.

PROFESSIONAL EXPERIENCE

November 1982 - Present - Placement Specialist, The Asia Foundation/PIET, Washington, D.C.

Responsible for placement for all Asian participants assigned by AID S&T/IT for academic, short-term, and specialized tailored programs including all arrangements with institutions, budgets, orientation, and facilitating services for TAF/San Francisco with AID S&T/IT. Coordinate various short-term programs, particularly with U.S. government agencies such as IRS and GAO. Visit training sites for evaluation.

February 1985 - May 15, 1985 - Visiting Advisor, Office of Academic Affairs, Chulalongkorn University, Bangkok, The Asia Foundation, Bangkok.

Organized international program resources, helped the working group develop guidelines for program development and international exchange, offered a workshop on funding sources for international programs. Visited USAID Rangoon for one week and USAID Dhaka and Colombo on return trip.

November 1981 - October 1982 - Administrator, National Center for Homoeopathy, Washington, D.C.

Responsible for directory and referral of homoeopathic practitioners, registration and organization of volunteers for Annual Conference, Summer School catalog, mail and telephone information.

March - November 1981 - Photo Research Coordinator, Educational Challenges, Inc., Alexandria, Virginia.

Research and selection of photographs for two volume American history textbook using Library of Congress, all branches of Smithsonian, National Archives, museums and private resources nationwide. Responsible also for copyright research, ordering, cataloging, and disbursements.

1978 - 1980 - Consultant, International Programs for community groups in Hawaii including the Council of Presidents (uniting public service organizations, community groups, and neighborhood boards), Pacific and Asian Affairs Council, Hawaii

MARY F. GRAY

International Services Agency (State of Hawaii Department of Planning and Economic Development), Chairman of UNICEF, President and Board Member for UNA-USA, Hawaii Representative for the Friendship Force.

Additionally, worked as Office Manager/Researcher for the Hawaii State Constitutional Convention (1978); Post-Secondary Coordinator for Hawaii Pacific College (1979-1980) providing extension curricula for military bases on Oahu; and Clerk for the U.S. Census (1980) on non-permanent residents on Oahu.

1971 - 1977 - Program Specialist, Study Abroad, University of Hawaii at Manoa, Honolulu, Hawaii.

Developed programs reaching up to 700 students and teachers annually and specializing in Asia, the Pacific, and the U.S. Mainland including academic appointment, orientation, negotiation with universities and other institutions; taught "Preparation for Living Abroad" for business and government personnel; arranged short-term programs for international visitors for State Department Reception Center; served as Chairman of Staff for the Advisory Council for International Relations at the UH responsible for information on all international programs.

1971 - Consultant for the Hawaii International Service Agency, Honolulu, Hawaii.

Analyzed and evaluated Hawaii's resources in the educational and cultural fields, provided recommendations for Hawaii's role in the Pacific area.

1968 - 1970 - Assistant Professor, Department of Religion, University of Hawaii, and Senior Specialist, East-West Center, Honolulu, Hawaii.

Taught Asian Seminar for the Teacher Interchange Program; World Religions, Old and New Testament, Meaning of Existence.

1965 - 1968 - Director of Grantee Programs and Grantee Advisor, The Asia Foundation, San Francisco, California.

Supervised all details from placement to return for approximately 200 Asian professionals and graduate students from 17 countries in approximately 100 American institutions; visited all major campuses twice annually for counseling and coordination; represented the Foundation with national organizations on social welfare, community services, linguistics, art and culture.

1958 - 1964 - Director of Courses for English Programs, United States Information Agency.

1958-1961 - Burma-America Institute, Rangoon, Burma.

Planned and administered all aspects of academic and cultural programs; trained teachers; Lecturer at University of Rangoon Department of Commerce; directed and produced "English on the Air" for Burma Broadcasting Company; taught ten teacher seminars annually upcountry. 1961-1964, English Program, Phnom Penh. Built program for Cambodian government employees from 16 (1961) to 600 (1964) per day; trained and supervised teachers for USAID (staff of 60); directed intensive English program for 200 USAID participants; trained teachers for MAAG.

MARY F. GRAY

1956 - 1957 - Religious Affairs Assistant, United States Information Agency, Washington, D.C.

Represented USIA on joint government studies on Buddhism and Islam as they influence national policies; advised media on ethnic sensitivities of major world area; evaluated books and audio-visual materials; served as liaison with all major American religious groups.

PUBLICATIONS AND PAPERS

"International Outlook at Chulalongkorn University", brochure, 1985.
"Mutual Effort, Mutual Reward" Educational Perspectives, pp. 7-10, 10/75.
"The International Dimension" Educational Perspectives, pp. 32-34, 12/74.
University of Hawaii Study Abroad Handbook, 1976.
"An International Role for Hawaii: Myth or Reality?" Unpublished, 13 Chapters, for Hawaii Committee for the Humanities, 1977.
"Hawaii's Needs in the Pacific Community", for Hawaii International Services Agency, 1971.
"Poetry for English as a Second Language" for intermediate students - manuscript accepted for publication.

APPENDIX A

Curriculum Vitae

DIANE E. LARSEN-FREEMAN

RR1, Box 128
Brattleboro, Vermont 05301
(802) 254-4775

Birthdate: February 24, 1946
Marital Status: Married
Children: Two

EDUCATION

1975	Ph.D. in Linguistics, University of Michigan
1973	M.A. in Linguistics, University of Michigan
1967	B.A. in Psychology, cum laude, State University of New York at Oswego

RELEVANT PROFESSIONAL EXPERIENCE

1978 - pres	Faculty, MAT Program School for International Training, Brattleboro, VT
1975 - 1978	Assistant Professor of English University of California, Los Angeles
1973 - 1974	Teaching Fellow, English Language Institute University of Michigan, Ann Arbor
1967 - 1969	EFL Teacher Peace Corps Volunteer, Sabah, Malaysia

PUBLICATIONS

BOOKS

An Introduction to Second Language Acquisition Research (with M. Long), Longman, forthcoming.

Techniques and Principles in Language Teaching, Oxford University Press, 1986.

The Grammar Book: An ESL/EFL Teacher's Course (with M. Celce-Murcia), Newbury House, 1983.

Discourse Analysis in Second Language Research Newbury House, 1980.

BOOK CHAPTERS AND JOURNAL ARTICLES

"From Unity to Diversity: Twenty-five Years of Language Teaching Methodology," English Teaching Forum, 25th Anniversary Special Issue, October, 1987.

"Is Teaching English Cultural Imperialism?" Odyssey, Experiment in International Living, Spring, 1987.

"Recent Innovations in Language Teaching Methodology," The Annals of the American Academy of Political and Social Science, 490, 1987.

"The Three Dimensions of Language," LEND Series, Edizioni Scholastiche Bruno Mondadori, Milano, September, 1986.

"A Response to Sandra Savignon's 'The Meaning of Communicative Competence in Relation to the TOEFL Program,'" in TOEFL Research Reports (#21), Stansfield, ed., Educational Testing Service, 1986.

"Overviews of Theories of Language Learning and Acquisition" in Issues in English Language Development, National Clearinghouse for Bilingual Education, 1985.

"State of the Art on Input in Second Language Acquisition" in Input in Second Language Acquisition, Gass and Madden, eds., Newbury House, 1985.

"Considerations in Research Design in Second Language Acquisition," in Beyond Basics: Issues and Research in TESOL, Celce-Murcia, ed., Newbury House, 1985.

"Training Teachers or Educating a Teacher?" in Applied Linguistics and the Preparation of Second Language Teachers: Toward a Rationale; Georgetown University Roundtable on Languages and Linguistics, Alatis, Stern and Strevens, eds., Georgetown University Press, 1983.

"Implications of the Morpheme Studies for Second Language Acquisition," in Second Language Learning: Contrastive Analysis, Error Analysis and Related Aspects, Robinett and Schachter, eds., The University of Michigan Press (reprinted from ITL, A Review of Applied Linguistics), 1983.

"Assessing Global Second Language Proficiency," in Classroom Oriented Research, Selinger and Long, eds., Newbury House, 1983.

"The Importance of Input in Second Language Acquisition," in Pidginization and Creolization as Language Acquisition, Andersen, ed., Newbury House, 1983.

"The WHAT of Second Language Acquisition," in On TESOL '81, Hines and Rutherford, eds., TESOL, 1982.

"Second Language Acquisition: Getting the Whole Picture," in Proceedings from the Third Los Angeles Second Language Research Forum, Bailey, Long and Peck, eds., Newbury House, 1983.

"Teaching Grammar," in An Introduction to the Teaching of English as a Scond Language, Celce-Murcia and McIntosh, eds., Newbury House, 1979.

"An ESL Index of Development," TESOL Quarterly, Vol. 12, December 1978.

"An Explanation for the Morpheme Accuracy Order of Second Language Acquisition," in Second Language Acquisition, Hatch, ed., Newbury House, 1978.

"Implications for the Morpheme Studies for Second Language Acquisition," ITL, A Review of Applied Linguistics, Krashen, ed., Institute of Applied Linguistics (Belgium), 1978.

"Evidence of the Need for a Second Language Acquisition Index of Development," in Second Language Acquisition Research, Issues and Implications, Ritchie, ed., Academic Press, 1978.

"The Construction of a Second Language Acquisition Index of Development" (with V. Strom), Language Learning, Vol. 27, No. 1, June 1977.

"A Rationale for Discourse Analysis in Second Language Acquisition Research," in Teaching and Learning: Trends in Research and Practice (On TESOL 1977), Brown, Yorio and Crymes, eds., TESOL, 1977.

"An Explanation for the Morpheme Acquisition Order of Second Language Learners," Language Learning, Vol. 26, No. 1, June 1976.

"The Effect of Formal Language Instruction on the Order of Morpheme Acquisition" (with K. Perkins), Language Learning, Vol. 25, December 1975.

"The Acquisition of Grammatical Morphemes by Adult ESL Students," TESOL Quarterly, Vol. 9, No. 4, December 1975.

"A Re-evamination of Grammatical Structure Sequencing," in On TESOL '74, Crymes and Norris, eds., TESOL 1974.

BOOK REVIEWS

"Informed Choices," a review of Earl Stevick's Teaching and Learning Languages, in The London Times Higher Education Supplement, March 1983.

Review of Sinclair and Coulthard's Towards an Analysis of Discourse, in The Modern Language Journal, September 1977.

WORKPAPERS

"The Use of Variable Rules in Describing the Interlanguage of Second Language Learners" (With A. Stauble), Workpapers in TESL, UCLA, Vol. 12, 1978.

"The Search for a Second Language Acquisition Index of Development" (with V. Strom), Workpapers in TESL, UCLA, Vol. 11, June 1977.

"ESL Teacher Speech as Input to the ESL Learner," Workpapers in TESL, UCLA, Vol. 10, June 1976.

NEWSLETTER FEATURES

"Bare Bones Bibliography" (contributor), TESOL Newsletter, Special Anniversary Issue, April 1987.

"Interview: Diane Larsen-Freeman," The Language Teacher XI:4, JALT, April 1987.

"The Dimensions of Language: Form, Pragmatics and Meaning," TESOL Spain Newsletter, Winter issue, 1987.

"Identifying the Challenge in Language Teaching," TESOL France News VI:3, Autumn 1986.

"Journals of Interest to TESOL Members: A Journal Grid," TESOL Newsletter, August 1985.

PROFESSIONAL SERVICE

EDITOR

1985 - pres	Editorial Advisory Board, Language Learning
1980 - 1985	Language Learning: A Journal of Applied Linguistics
1976 - 1979	Research Notes, TESOL Quarterly

COMMITTEE/BOARD MEMBERSHIPS

1987	Editorial Consultancy Board, Dormac Publishers, Inc. National Advisory Panel on English Language Teaching, United States Information Agency
1986-87	National Advisory Board, English Language Teaching Broadcast Project, Macmillan Publishing Company Chair, Publications Committee, TESOL

1986	International Advisory Board, General Test of English Proficiency, TENEC International
1985	Nominating Committee, TESOL Nominating Committee, American Association of Applied Linguistics Committee on Linguistics Institutes and Fellowships, Linguistics Society of America/TESOL
1982 - pres	National Advisory Board, ERIC Clearinghouse on Languages and Linguistics
1980	Nominating Committee, American Association of Applied Linguistics
1977 - 1982	TOEFL Research Committee, Educational Testing Service
1976 - 1978	Research Committee, TESOL

COLLOQUIA/CONFERENCES ORGANIZED AND CHAIRED (Partial Listing)

1985	Associate Chair, LSA/TESOL Summer Institute, Georgetown University
1984	Journal Editors, TESOL Convention, Houston
1983	Journal Editors, TESOL Convention, Toronto
1977	Discourse Analysis, TESOL Convention, Miami
1976	Second Language Acquisition Research, TESOL Convention, New York

CONSULTATIONS

1987	Consultant: National Foreign Language Center, The John Hopkins University (Summer) Evaluator: Intensive English Language Program, State University of New York at Albany (April) Consultant: TOEFL Committee of Examiners Meeting, San Diego (January)
1986	Speaker and Panel Member: UCLA Symposium on Modern Language Teaching in the University Context (October) Lecturer: Exploring the Three Dimensions of Language, Workshop conducted at the Language Institute of Japan, Odawara (August) Author: Commissioned Paper on Language Teaching Methodology, Conference on National Foreign Language Resource Centers. Aspen, Colorado (June)

Guest on Worldnet: Interactive Television Program on English Language Teaching, USIA (April)
Seminar Leader: Second Language Acquisition, Language Teaching Institute of Japan, Odawara (February)

1985 Director: TEFL Multi-Regional International Visitors Project, USIA
Panel Member: English Language Teaching Conference, United States Information Agency

1984 Trainer of Teacher Trainers: Testing and Evaluation, United States Information Service, Italy
Consultant: Communicative Competence and the TOEFL, Educational Testing Service
Trainer of Teacher Trainers: Group Dynamics, United States Information Service, Italy

1983 Evaluator: TESOL Summer Institute, University of Toronto
Lecturer: Faculty of Education Specialist Course, University of Toronto

1981 Teacher Trainer: Materials Development, United States Information Service, Indonesia
Consultant: Second Language Acquisition Research, Center for Applied Linguistics
Consultant: Survey of the Status of Language Training in the Peace Corps, Educational Testing Service

1980s Advisory Editor for Scholarly Journals: Applied Linguistics, Studies in Second Language Acquisition, Language Learning, TESOL Quarterly
Advisory Consultant for Publishing Companies: Addison-Wesley Publishing Company, Cambridge University Press, Newbury House Publishers, Inc.
Reader of Paper Abstracts: TESOL
Evaluator of Proposals: National Science Foundation

SUMMER TEACHING

1987 TESOL Summer Institute, ASADE, Barcelona

1986 TESOL Summer Institute, University of Hawaii

1985 LSA/TESOL Summer Institute, Georgetown University

1984 Fulbright Program: Italian Teacher Trainers, New York University

1983	TESOL Summer Institute, University of Toronto Fulbright Program: Italian Teacher Trainers, Harvard University
1980 - 1982	Fulbright Program: Italian Teacher Trainers, University of California, Los Angeles
1979	TESOL Summer Institute, University of California, Los Angeles

INVITED PLENARY/KEYNOTE ADDRESSES

1987	Conference on Grammar Teaching/Grammar Learning, Georgia State University VII Annual Conference on Second Language Acquisition and Second Language Teaching, University of South Florida New York State TESOL (Capitol Region) Conn TESOL
1986	Carolina TESOL Penn TESOL TESOL Spain TESOL France
1985	Lingua E Nuova Didattica Convention, Italy Information Exchange (National Clearinghouse for Bilingual Education and Georgetown University)
1984	TOEFL Invitational Conference
1983	University of Michigan: Conference on Applied Linguistics: Language Input Summer Conference for Language Teachers, School for International Training Georgetown University Roundtable on Languages and Linguistics
1981	TESOL Convention, Detroit
1980	Second Language Research Forum, University of California, Los Angel

PROFESSIONAL MEMBERSHIPS

American Association of Applied Linguistics
Linguistic Society of America
Teachers of English to Speakers of Other Languages (TESOL)
Northern New England Affiliate of TESOL (NNE TESOL)

LANGUAGES STUDIED

Spanish, Malay, Indonesian

THEODORE GOCHENOUR

Mountain View Road
West Dummerston, Vermont 05357
(802) 254-2893

Management and Training Consultant

Education:

1968 - M.A., HARVARD University; Persian Language and Literature
1964 - Certificate, KABUL University; Pashto Language
1961 - Graduate studies, GEORGETOWN University; Middle East History
1956 - B.A., UNIVERSITY of MARYLAND; History

Languages:

Certificate in PASHTO - Kabul University
PERSIAN Language and Literature - Harvard University
ARABIC - Harvard University
FRENCH, SPANISH and PORTUGUESE - Courses and tutorials
BASIC and PROLOG Computer Programming

Management Experience:

1983-1985 Program Director, ESL/CO Program, Bataan, Philippines.

Program leadership and development, project management of the English as a Second Language/ Cultural Orientation Program for Southeast Asian Refugees, conducted by the International Catholic Migration Commission (Geneva) under the auspices of the U.S. Department of State. Management of a multi-cultural staff of 700 teachers, supervisors, technicians and support personnel; accountability for project fiscal and educational performance of an operation providing classes for 6000 to 7000 students per day, and graduating 2700 per month.

1981-1982 President, COPY PLUS, Brattleboro, Vermont.

Owner and operator of a printing and copying business serving both corporate and individual customers.

1976-1980 Vice President, The Experiment in International Living.

Senior management responsibilities in development and conduct of international educational exchange programs, organizational planning and evaluation, institutional policy, public affairs and marketing, for 4,500 participants per year, through collaboration with a network of affiliated national offices worldwide.

Gochenour - 2

Leadership of the Projects and Grants division, focused on fund-raising and contracts and grants in the field of training and development. Concurrently, Director, Uganda Manpower Development Project, involving needs-assessment in the area of basic skills development.

1967-1976 The Experiment in International Living

Management and training -- Academic Studies Abroad, graduate level International Career Training Program, Cross-cultural/Area Studies training for Peace Corps projects; leadership training; international operations.

1963-1964 Director, U.S. Educational Commission in Afghanistan.

Organization and operation of the Fullbright Program in Kabul, Afghanistan. Program development, testing and selection, administration and liaison with U.S. and Afghan Government officials.

Consultancies:

1987 Special Assistant to the President, East-West Exchanges. Experiment in International Living. Planning, negotiation and development of academic, non-academic and professional level exchange programs to and from the U.S.S.R., and countries in Eastern Europe.

1987 Academic Specialist, United States Information Agency, Egypt. Formulation of a training plan, training of trainers syllabus, for inspectors of teachers of English, Ministry of Education, Government of Egypt.

1986-87 Academy for Educational Development. Team leader, Assessment of English Language Training Approaches and Models in connection with U.S.A.I.D. Missions in ten countries.

Gochenour - 3

Consultancies, Continued:

1986	Needs-assessment and implementation plan, Afghan refugee schools in Baluchistan, Pakistan. A project of The Experiment in International Living, funded by UNHCR.
1986	Facilitator, Long-range planning retreat, Yellow Barn Music Festival, Putney, Vermont.
1985	Needs-assessment and development of a training plan for indigenous staff development, Logistics Support Unit/CARE, Departamento de Prevencao e Combate as Calamidades Naturais, Government of Mozambique.
1985	Facilitator, Senior Management planning retreat, The Experiment in International Living.
1982	Field survey and project design in Pakistan for a planned Afghan Refugee Training Program under Department of State auspices. Joint project of The International Catholic Migration Commission and The Experiment in International Living.
1982	Management and Training consultant, Emergency Logistics Unit (CARE), National Refugee Commission, Government of Somalia; on development of Somali manpower in refugee feeding operations.
1975	Evaluator, U.S. Office of Education-funded project, on Strengthening the International Dimension of General Education; Brookdale Community College, New Jersey.

Training and Other Activities:

1967 - A variety of training situations, in the areas of cross-cultural, management, leadership training, and training design — Peace Corps, EIL, SIETAR, NAFSA, ICMC, etc.

- Membership and consulting in conferences and projects in international education, National Association of Independent Schools; Council on the Assessment of Experiential Learning; Advisory Committee, N. Y. State Department of Education; National Advisory Committee, Japan-American Student Conference; Governing Council, Society for Intercultural Education, Training and Research, etc.

Gochenour - 4

Personal Interests and Activities:

Professional and creative writing.

Music - piano and organ.

Chairman, Board of Trustees, Brattleboro Music Center (1976-1977)

Woodworking (personal construction of a passive solar house in Vermont).

Founding Associate, The Hill Center for Psychosynthesis in Education.

Computer programming.

Flying - Single engine jet, advanced all-weather instrument proficiency, U.S. Air Force (1956-1958).

Selected Publications:

"Finding Refuge in Ramboland", "Sokha", "Uprooted People", "Quang", "A Multi-Cultural Day, Every Day", Indra's Net, No. 11, Summer 1986
A series of articles on Southeast Asian refugees, and language and cultural training prior to resettlement in the United States.

"The Experiment's Education for Understanding", in Mathie and Thomas (Eds.), Overseas Opportunities for American Educators and Students: Perspectives and Possibilities. New York: Macmillan Information. 1973.

"Seven Concepts in Cross-Cultural Interaction: A Training Design", (with Anne Janeway); "Is Experiential Learning Something Fundamentally Different", "The Mocking Bird", "The Owl", "The Albatross", in Batchelder and Warner (Eds.), Beyond Experience: The Experiential Approach to Cross-Cultural Education. Brattleboro, The Experiment Press, 1977.

"A New Try for Afghanistan," Middle East Journal, Vol. 19, No.1, Winter 1965.

Alarums and Excursions, a cross-cultural novel; translations from Persian and Pashto, and various pieces of creative writing.

APPENDIX A

BONNIE L. MENNELL

R.D. #2, Box 252
Putney, VT 05346
(802) 387-4102

PROFESSIONAL EXPERIENCE

Faculty, Master of Arts in Teaching Program, School for International Training, Brattleboro, Vermont. August 1980-Present, September 1979-April 1980, September 1978-April 1979.

Responsibilities have included: Designing and teaching Approaches to Teaching Second Languages, Teaching Practices, Learning and Teaching the Written Language, Testing and Evaluation, Culture and the Language Teacher, Advanced English. Coordinating the methodology courses, the Mexico Internship Program and the student resource room. Supervising ESL, Spanish and French teaching interns in schools and institutes in New England, Mexico and Puerto Rico. Counseling students on program, professional, intercultural and personal issues. Participating in overall program design, implementation and evaluation.

Director, Central American Teacher Training Institute, School for International Training. January-February 1987 and 1988.

Responsible for program design and evaluation, supervision of staff, budget planning and monitoring, liaison work with USIA program officer for an intensive six-week institute for teachers and teacher trainers funded by the United States Information Agency. Program provides thirty participants with a combination of instructional, professional and cultural opportunities designed to upgrade their skills and knowledge in language teaching methodology, American culture, teacher training and supervision. Also teach in two courses: Language Teaching Skills and Teacher Training.

USIA Academic Specialist, Instituto Guatemalteco Americano, Guatemala City, Guatemala. November, 1985.

Delivered opening and closing plenaries and gave workshops at the National Teachers Conference (Conferencia Nacional para Profesores de Ingles); Conducted in-service training for IGA teachers and teachers from the University of San Carlos; Taught in the IGA Teacher Training Course (a seven-week EFL training course open to new and experienced EFL teachers); Consulted with staff on various aspects of IGA's programs including the National Teacher Conference, the teacher training course, the teacher resource collection, placement testing, the supervision/evaluation/observation of teachers, peer observation by teachers, the language lab, piloting of new texts.

Consultant, USIA Antigua Symposium, Antigua, Guatemala. July 1985.

One of four consultants who jointly planned and conducted a two-week seminar in ESL teaching and teacher training (pre-service and in-service) for 32 academic

directors, teacher trainers, classroom teachers from universities and binational centers in 19 Latin American and Caribbean countries. Seminar specifically planned to help participants up-date and strengthen their teacher training programs.

Teacher of English as a Foreign Language, English Language Office, School for International Training, Brattleboro, Vermont. 1975-1980.

Taught classes of 12 students from varied language backgrounds, 27 class hours per week, for four ten-week programs a year. Selected, sequenced, as well as developed new language and cross-cultural materials for each class. Planned and taught a two-week language and cultural orientation program for twenty Saudi pilots coming to the U.S. for technical studies. Conducted workshops on ESL teaching, Community Language Learning, Silent Way and Approaches to Teaching Culture in the Classroom for the resident MAT Program and fellow teachers in the English Language Office.

Site Director, School for International Training, Brattleboro, Vermont. Summer 1975.

Responsible for the operation of an off-campus site for language instruction at Windham College, Putney, Vermont. Responsibilities included: site preparation and operation -- dorms, classrooms, food service, supplies, site funds, transportation, etc.; supervision of staff consisting of two dorm counselors and five volunteers; planning and coordination of daily student activities including initial and on-going cross-cultural orientation; facilitation of teacher/student/staff interactions.

Teaching Assistant, Winchester Elementary School, Winchester, New Hampshire. 1973-74.

Developed materials for and worked independently with small groups in Reading, Mathematics and Social Studies at the fifth and sixth grade levels. Initiated new system for use of the resource center and assumed responsibility for its management. Substituted for regular classroom teachers.

Teacher of English as a Foreign Language, Iran-American Society, Tehran, Iran. 1970-72.

Taught basic, intermediate and advanced classes to students ages 14 and up.

PRESENTATIONS

"Teaching Speaking Skills." ESL staff development workshop for Project Second Place, Concord, N.H. 1987.

"Teaching Pronunciation as Melody." Northern New England TESOL Fall Conference. 1986.

"ESL Methodologies and Techniques." In-service Workshops for the Office of Refugee Resettlement in Hartford and New York. 1984.

"Demonstration Class and Pronunciation Workshop." In-service Workshop for Vermont Refugee Resettlement Program. 1984.

"Teaching Pronunciation as Melody: A Practical Approach." Annual TESOL Convention, Toronto, Canada. 1983.

"An Introduction to Counseling Learning and CLL." Staff Development Program for the New York State Department of Education. Worked as member of the Counseling Learning Institute staff. 1980.

"The Adjustment of Foreign Nationals to the U.S.: A Look at How Cultures Affect the Process." Experiment National Volunteers Conference. 1979.

EDUCATION

School for International Training, Brattleboro, Vermont. Master of Arts in Teaching - English as a Second Language. 1974-75. MAT degree received February 1977 upon completion of thesis.

Pennsylvania State University, University Park, Pennsylvania. B.A., December 1970. Anthropology. Phi Beta Kappa.

RELATED TRAINING

Education Solutions, Inc., New York, New York, 1979-81.

Teaching ESL the Silent Way (25 hours); Comprehensive Silent Way (25 hours); Silent Way ESL Teaching and Pronunciation (25 hours); Advanced Seminar I (20 hours) -- This seminar initiated my work toward the Advanced Degree in the Silent Way; Italian I - the Silent Way (20 hours).

Counseling Learning Institute, East Dubuque, Illinois, 1977-1980.

Community Language Learning (25 hours); Community Language Learning Institutes I and II (32 hours); CLL Language Learning Experience - Japanese (16 hours).

Hill Center for Psychosynthesis in Education, Walpole, N.H., 1979.

Year-long training program in psychosynthesis for educators.

LANGUAGES STUDIED

Spanish, French, Farsi

OVERSEAS LIVING EXPERIENCE

France, Mexico, Iran, England, Germany.

CHRISTOPHER B. REZNICH
Address: 525 East Woodland, Apt. D; Ferndale, Mi 48220
Tel.(313) 545-5630

Professional Interests

Teaching English as a Second Language, curriculum and materials development, teacher training and supervision, intensive language training, refugee resettlement, adult education, educational program design and management

Professional Experience

Teaching, Teacher Training

- Teaching ESL to university, Indochinese refugee and Hispanic students; teaching ESL to junior high school-level African students
- tutoring adult Japanese ESL students
- conducting teaching technique and methodology workshops; conducting teacher training sessions on U.S. Culture and Advanced English
- critiquing lessons based upon classroom observation
- participating in in-service supervisor training; facilitating supervisor training sessions
- arranging large-group simulation activities in coordination with other program components
- assisting trainers with training preparation

Supervision, Management, Administration

- managing a multicultural team of 6-8 ESL teachers
- conducting teacher evaluations and development conferences
- managing a Teacher Training Resource Center; indexing and cataloguing more than 1,000 resource items
- controlling the logistics of a large-scale (200+ participants) teacher training program, including training group placement, records maintenance, and computerization of program-wide and component-specific training attendance and other training records
- coordinating large-group student placement testing; supervising student placement
- coordinating staff development workshops
- facilitating supervisor and senior teacher staff meetings
- representing program/component at regional planning meetings
- participating in regular component and program management meetings; submitting monthly reports
- substituting for the ESL component coordinator

Publications, Curriculum and Materials Development

- *Teaching Teachers: An Introduction to Supervision and Teacher Training* (The Experiment Press, 1986), with Fred Ligon, editor and illustrator
- *Comments on Elsa R. Auerbach and Denise Burgess's 'The Hidden Curriculum of Survival ESL'* (TESOL Quarterly, Vol. 20, No. 4, December, 1986)
- *Fluency-Building With Grids* (Passage: A Journal of Refugee Education, Vol. 3 No. 2, Summer, 1987)
- Participating in competency-based ESL curriculum development, implementation and revision
- Developing a grammar handbook to supplement an ESL curriculum

APPENDIX A

CHRISTOPHER B. REZNICH

Work History

University of Detroit, American Language and Culture Program, and The Department of Continuing Professional Education, ESL Instructor. September, 1987 to present

The Consortium's Overseas Refugee Training Program, Panat Nikhom, Thailand and Galang, Indonesia:

Documentation Specialist–	March, 1986 to August, 1987, Thailand
ESL Supervisor–	August, 1985 to February, 1986, Thailand June 1982 to February, 1983, Indonesia November, 1980 to October, 1981, Thailand
Materials Developer–	June, 1984 to July, 1985 Thailand
ESL Teacher Trainer–	March, 1983 to July, 1983, Indonesia

ESL Student Teacher, University of Queretaro and The Technological Institute of Queretaro, Mexico– January, 1980 to March, 1980

ESL Tutor, The Experiment in International Living, Brattleboro, VT
April, 1980 to June, 1980

Peace Corps Volunteer, Collège d'Enseignement Général de Bousso, Chari-Baguirmi, Chad. ESL teacher, short-term ESL teacher trainer.
June, 1974 to June, 1976

Education

Master of Arts in Teaching, English as a Second Language. The School for International Training, The Experiment in International Living, Brattleboro, VT, 1982

Bachelor of Arts, French. Michigan State University, 1979

Bachelor of Arts, Psychology. University of Michigan, 1974

Interests and Skills

Advanced speaking and reading ability in French, survival Thai, experience with Database II 2.4 and Wordstar 3.0 computer software, bluegrass-style banjo, guitar, drums, history and current events, swimming, snorkeling, sailing, photography

References Upon Request

APPENDIX A

NANCY CLAIR

CURRENT ADDRESS
144 E. 7th St. #A10
New York, New York 10009
(212) 677-9606

EDUCATION:

Present	Doctoral student, Curriculum and Supervision, Teachers College, Columbia University, N.Y., N.Y.
1981	MAT English, Spanish, Bilingual Bicultural Education School for International Training, Brattleboro, Vt.
1977	BA Psychology, North Carolina State University, Raleigh, N.C., High Honors
Summer 1975	coursework at Oxford University, St. Benet's College, England

PUBLICATIONS:

The Grammar Handbook 2, Pro Lingua Associates, 1986.

Communicating in Business, Buschini, Reynolds, Houghton Mifflin, 1985, contributing editor.

The Grammar Handbook 1, Pro Lingua Associates, 1984.

TRAINING AND ADMINISTRATIVE EXPERIENCE:

Jan. - March 1986, 87, 88	Supervisor, MAT Program School for International Training, Mexico, Costa Rica
Aug. - Sept. 1986	Director, USIA/School for International Training, TEFL Project, Brattleboro, Vt.
May - Oct. 1984, 85	Program Coordinator, Special Language Programs, Experiment in International Living, Brattleboro, Vt.

TEACHING EXPERIENCE:

Summer 1986, 1987 to present	Columbia University, New York City, all skills.
1985 to present	LaGuardia Community College, Long Island City, Freshman ESL, Writing, Reading, Conversation.
June - Dec. 1986	Hunter College, New York City, Advanced Grammar, Writing, Conversation, Listening, Pronunciation.
1981 - 1984	Experiment in International Living, Brattleboro, Vt. ESL intensives, tutorials, Business English, TOEFL, Spanish intensives, tutorials.
Jan. - March 1981	Sociedad Educacional del Suroeste, Mayaguez, P.R. ESL, Spanish, levels K-12.

NANCY CLAIR

CROSS-CULTURAL EXPERIENCE:

Jan. - March, 1986, 87, 88	Mexico, Costa Rica; teacher trainer, supervisor.
Dec. 1984 - May 1985	Greece, Turkey; editor, language learner.
Oct. - Dec. 1983	Switzerland, France; writer, language learner.
Jan. - March 1981	Puerto Rico; teacher.
1977-1979	Colombia; Peace Corps, Malaria health educator, trainer.
June - Sept. 1975	Great Britian; student.

WORKSHOPS AND PRESENTATIONS:

1987	MFLA Maximizing Student Participation in the Foreign Language Classroom, Newton, Ma.
1987	MEXTESOL Grammar in Context, Queretero, Mexico.
1986	NYSTESOL Innovative Techniques for Teaching Grammar, N.Y., N.Y.
1983	SIT Conference Students and Teachers; Sharing Responsibility in the ESL Classroom, Brattleboro, Vt.
1982	MATSOL Humanistic Approaches to Language Teaching, Boston, Ma.

TRANSLATION AND INTERPRETATION:

1984	FETSALUD Members, Brattleboro Committee on Central America, Brattleboro, Vt.
Summer 1980	Migrant Health Inc., Moorehead, Mn.

LANGUAGES STUDIED:

Spanish - fluent
Portuguese - intermediate
French - intermediate
Modern Greek - advanced beginner

APPENDIX A

V I T A

DANNY BRUCE LUBOVICH

1345 Pennsylvania Avenue
Lawrence, Kansas 66044

(913) 842-4236

EDUCATIONAL ADMINISTRATION/MANAGEMENT
Programs in Teaching English as a Second Language
Related Activities

ADMINISTRATIVE DIRECTOR OF COURSES

Yemen-America Language Institute, Sana'a, Yemen Arab Republic, 1982-1985

Personal Services Contractor/Chief of Party, for the United States Agency for International Development. Responsible for annual budget of $750,000, supervision of 19 instructors, 4 administrative staff, 3 maintenance personnel, and development and implementation of proficiency-based English language program at 500+ TOEFL. Within 6 months, fulfilled mandate to systematize procedures, streamline records and raise standards.

Internal Operations: From ground up, developed complete English program syllabus and a standard testing program with evaluative procedures. Delineated administrative infrastructure which was totally in place within two years. Oversaw building maintenance.

Staff Management: Recruited and hired teachers and administrative staff. Defined job descriptions for Bilingual Administrative Assistant, External Affairs Officer and Expediter, YALI Administrative Assistant/Executive Secretary, and the Director of Courses/Academic Coordinator. Also promoted the welfare of staff and students and assessed contractual obligations with staff.

Public Relations: Maintained full reporting program to appropriate U.S. and Yemeni government agencies and developed liaison with outside agencies/officials of Yemen. Planned and hosted annual ESL Conference. Provided information to other agencies in Sana'a. Coordinated with Educational Testing Services.

ACADEMIC DIRECTOR

Instituto Benjamin Franklin, Merida, Mexico, 1978-1982

During initial 2 years, was English Language Teaching Fellow sponsored by U.S. Information Agency, English Language Division.

Internal Operations: Designed and implemented advanced ESL program emphasizing phonetics and methodology for 2100 students. Developed program/class schedules, and coordinated teaching materials and tests.

Staff Management: Planned and executed a 90-hour in-service teacher training program; supervised, observed Mexican ESL instructors.

Public Relations: Activities Director for Cultural Exchange programs with 3 American colleges. Project Director for Partners of the Americas which coordinated with the Institute and FONAPS National Endowment for Cultural & Social Activities. Produced two Yucatan/Iowa musical group exchanges and a teacher exchange. Also served on Executive Committee of MEXTESOL (Mexican Association of Teachers of English), Merida Chapter; planned numerous workshops and cultural events. Organized (and ran in) the first annual Benjamin Franklin 12-km Running Race.

SUMMARY:

- Created new programs and revitalized existing programs using skills in group organization and administration.
- Gained the support of existing staff while appraising and initiating required changes for program improvement where necessary.
- Accomplished significant advances in both academic and cultural programs.
- Designed and produced workshops and similar teacher training/motivation in-service activities.
- Administrative experience with two U.S. government agencies.
- Effectively worked with officials of other governments, administratively and culturally.

EDUCATION:

M.A., Teaching English as a Second Language (TESL), University of Kansas, 1981.
B.A., Anthropology/Archeology, University of Kansas, 1976.

PAPERS PRESENTED: (Partial list)

"Administrative and Pedagogical Implications of a Proficiency-Based Placement Program." New York City International TESOL Convention, April, 1985.

"USIS Teaching Materials and Use at the Instituto Benjamin Franklin." Mexico City Binational Symposium, 1981.

PUBLICATIONS AND THESIS:

"Teaching the Short Story: Question Strategies for Reading Comprehension." English Teaching Division, Educational Cultural Affairs, United States Information Agency, Washington, D.C., 1982.

"Asking Questions: A Comprehension Strategy for the Socio-Cultural Component in Second-Language Literature Used in the Instituto Benjamin Franklin de Yucatán." University of Kansas, Lawrence Kansas, 1981.

LANGUAGE COMPETENCIES AND TRAVEL:

Spanish: Fluent speaking, reading, and writing.

Extensive travel in Mexico, Central America, Middle East, Europe, and East Africa.

OTHER EXPERIENCE:

Instructor, English as a Second Language, Southborough, Massachusetts. The American Language Academy Intensive Summer Program. 1982.

Assistant Instructor/Conversation Instructor, English as a Second Language. University of Kansas Applied English Center, Lawrence, Kansas. Taught 15 Contact Hours per week. 1976-1978.

Self-paced Sabbatical
Have explored further career directions within area of expertise and have trained for marathons and triathalons. Participation in the Ironman in Hawaii in October, 1987. Planned and now execute a rigorous training schedule in addition to enrichment coursework at the University of Kansas in Lawrence. 1985 to present.

SPOUSE'S PROFESSION:

Teaching English as a Second Language.
Master's Degree in Linguistics in progress.

WHAT OTHERS SAY:

"...skill in maintaining high student and teacher morale...considerable sensitivity while working and living in a foreign environment. Largely attributable to his efforts that YALI is...one of the better...institutes outside the U.S....an excellent teacher...sympathetic to foreign cultures ...initiative to inaugurate music, theater, arts/crafts apart from the curriculum...under difficult circumstances...won liking and respect of teachers...devised ingenious ways of presenting new teaching ideas without losing up-beat approach..."

REFERENCES:

Complete dossier available from:

University Placement Center
110 Burge Union
University of Kansas
Lawrence, Kansas 66045

APPENDIX A

RICHARD SANSONE

1702 Magnolia Avenue
Sanford, FL 32771

(305) 321-2506
January 1988

AREAS OF SPECIALIZATION:	Design and execution of second language programs Cross-cultural education programs Translation/Simultaneous Interpretation Curriculum development
LANGUAGE PROFICIENCIES:	Spanish, Portuguese, Italian; with fluency in all ranging from native-like to high, respectively.
TEACHING EXPERIENCE:	ESL Instructor, ISE-South, Jacksonville University 1987 ESL Instructor, USIA Italy/USA Program, ISE-South 1985 Spanish Instructor, University of Arizona, 1981-84 ESL Instructor, University of Arizona 1984 Graduate Teaching Assistant, Spanish, UA 1976-79 Private Instructor ESL, SSL, ISL; US & abroad 1979-87 Spanish Instructor, Pima Community College 1978-79
ADMINISTRATIVE EXPERIENCE:	ESL Program Director, Central American Peace Scholars Program, The Experiment in Intl Living, 1986-87 Academic Director, College Semester Abroad Programs to Brazil (1985), Italy (1980), Spain (1979) [SIT] Coordinator, Summer Abroad Programs to Italy (1983) & Mexico (1978). [EIL]
EDUCATION:	M.A. in Teaching English as a Second Language, University of Arizona, 1984 M.A. in Spanish and Portuguese, University of Arizona, 1979 B.A. in Spanish, Rollins College, 1976; includes coursework at La Universidad de los Andes, Bogota, Colombia, and Sydney University, Sydney, Australia
REFERENCES:	Phillip Stantial, Director, EIL's ISE-S: (904) 743-7252 Paul LeVasseur, EIL's FLO: (802) 257-7751 Dr. Alvino Fantini, EIL's FLO (802) 257-7751 Dr. Karen Smith, Director UA's Basic Lang. (602)621-3379 Dr. Roseanne Gonzalez, Dir. M.A./ESL prog. (602)621-7213

Professional Credentials available upon request:
Placement Services, Nugent Building No. 40,
University of Arizona, Tucson, AZ 85721

APPENDIX A

Patricia M. Johnson
7010 Beechwood Drive
Chevy Chase, MD 20815

SELECTED EXPERIENCE

Twenty years of experience in Asia, Africa and the United States in all areas of English as a Second Language programs, including: program management; professional development of ESL instructors; curriculum development; supervision of instructors; research and classroom teaching.

*English as a Second Language Program Management

*Training

*Teaching English as a Second Language

*Writing Skills

English as a Second Language Program Management

For the U.S. Information Service, directed academic, administrative and financial components of a school of 1,000 students with a faculty and staff of 40. Developed specialized program for USAID participants to prepare to enter US universities. Assessed US Gov't, Afghan Gov't and international organizations programmatic language training needs and designed English for Specific Purposes courses programs based on needs. Directed all language training; recruited, trained and evaluated staff. Reviewed and selected texts and supplementary materials. Guided materials development. Re-structured curriculum and testing program. Established, controlled and reported budgets for all programs, turning former 4-yr. loss into a profit-making institution.

Placed and tracked 500 Tunisian students at 60 US universities; selected university programs for participants, translated and guided documentation through enrollment process.

Training

In Afghanistan and Bangladesh, designed and directed annual 6-week English Language Teacher Training Seminars for host-country secondary school English teachers. In consultation with Ministry of Education, developed curriculum; secured American ESL advisors; prepared materials and supervised their implementation. Instituted and led monthly workshops on aspects of language teaching methodology for university and secondary school English teachers.

In Morocco, administered $400,000 training program for USAID contract team. With host country counterparts, assessed client's training needs, identified programs in the US; organized specialized in-country language training for candidates and evaluated progress.

In Tunisia, served as resource teacher for instructors in six week intensive ESL/orientation program for pre-engineering students entering U.S. universities. Advised instructors of pilot all-English secondary school on curriculum development and materials preparation. For US Peace Corps, organized and led four 3-day conferences in which departing volunteers prepared to re-enter the United States and presented a workshop on peer counseling techniques.

ESL Teaching.

In Ethiopia, Afghanistan, Bangladesh, Tunisia and the United States, taught all English language skills from secondary school through graduate school. Given lack of materials in overseas assignments, had to develop curriculum, adapt and write materials.

Writing Skills

As Community Liaison Officer of US Embassy in Morocco, responsible for writing and editing and translating articles from French for weekly newsletter.

For Public Administration Service, edited all deliverables, integrating sections written by various consultants. Wrote abstracts of journal articles on language learning for ERIC database, indexing these for ease of retrieval.

Authored George Washington University proposals for a pre-MBA/ESL program for the Saudi Arabia Educational Mission and an ESL/ computer program for Computer Services Corporation.

Researched extensive project documentation and wrote the history of U.S. technical assistance to Morocco.

Presentations and Publications

¥Integrating Orientation Materials and ESL Lessons,¥ NAFSA, 1981, TESOL, 1982

¥Sentence Combining,¥ The Linguistic Reporter, 1982

¥Teaching Technical Writing,¥ TESOL, 1984

A Handbook for Tunisian Students Entering US Universities, 1983

U.S. Technical Assistance to Morocco, 1975-1986, for the U.S. Agency for International Development, Morocco, 1986

Know Morocco, a compilation of articles translated from French covering the history, culture and sites of Morocco (for the U.S. Embassy, Rabat, 1987)

Education

M.A. Linguistics, 1980 (Specialization: Language Teaching Methodology)

B.A. English, 1964

Post-MA: Curriculum Development
English for Special Purposes
Technical Writing
North Africa Area Studies, Administrative Core Course
Consular Officers Course, U.S. Foreign Service Institute

Languages: French, Tested S-3/ R-3 (Professional Fluency), Foreign Service Institute

Overseas Experience: Morocco, Tunisia, Bangladesh, Afghanistan, Ethiopia and extensive travel throughout Asia and Africa.

CHRONOLOGY

1986-Present	U.S. Embassy, Morocco, Community Liaison Officer
1985	Williams Brothers, (USAID Contract Team/ Energy) Administrator/Training Coordinator
1980-1984	George Washington University, Wash., D.C. ESL instructor
	Scientific Mission and University Bureau of Tunisia Wash., D..C. Placement and Academic Advisor
	U.S. Information Service, Tunisia Academic Specialist, Summers 1983/84
1978-1980	The American University, Wash., DC ESL instructor
	Clearinghouse on Languages and Linguistics, Abstractor/Indexer
1976-1978	American International School, Dacca Bangladesh ESL instructor
1973-1976	United States Information Service, Kabul, Afghanistan Director of Courses, English Language Center
1969-1972	Haile Selassie I University, Addis Ababa, Ethiopia ESL instructor
1966-1967	Pacific Telephone and Telegragh, Los Angeles Business Office Supervisor
1964-1966	US Peace Corps, Ethiopia ESL instructor

APPENDIX B

ENGLISH LANGUAGE TRAINING ASSESSMENT

PIET

Data sheet on ELT Actual( )/ Potential ( ) Contractor

GENERAL INFORMATION

1. Type of institution (bi-natl,public,private,commercial) _____

_____

2. Name, address, telephone of institution _____

_____

3. Name & title of program administrator _____

4. Name & title of person interviewed (if different from #3)____

_____

5. Names & titles of other key staff _____

_____

6. Administrative structure _____

7. Names of all relevant programs within institution (include name/title of supervisor if different from #3,4 above)

_____

_____

8. Names & titles of teachers interviewed _____

_____

FACILITIES

1. Location of facility _____

2. General adequacy of facility _____

3. Classroom size _____

4. Classroom furniture _____

5. Classroom atmosphere _____

6. Administrator's comments on facilities _____

_____

7. Teachers' comments on facilities _____

_____

TECHNOLOGICAL AIDS, MATERIALS, & TEXTS

1. Availability of texts & other materials _____

2. Technological aids _____

3. Library facilities _____

4. Self-study facilities _____

5. Administrator's comments on aids, materials, texts _____

_____

6. Teachers' comments on aids, materials, texts _____

_____

STAFF QUALIFICATIONS

1. Administrators' qualifications _____

2. EFL teachers' qualifications _____

3. Proportion who are native speakers of English _____

4. Proportion of staff with residence in U.S. _____

5. Proportion of staff with training in U.S. _____

6. EFL teachers' salary scale (US $) _____

7. Provision for pre-service training _____

8. Length & content of pre-service training _____

_____

9. Provision for in-service training _____

10. Length & content of in-service training _____

_____

11. Opportunity for staff advancement _____

12. Administrator's comments on staff qualifications _____

_____

13. Teachers' comments _____

LINKAGES WITH OTHER (especially ELT) INSTITUTIONS _____

_____

FOREIGN SUPPORT RECEIVED ($US) _____

PROGRAM DESCRIPTIONS (within institution)

PROGRAM #___ NAME_____

Clientele

1. # students enrolled per program _____

2. Average age of students per program _____

3. Typical educational background _____

5. Student ethnic background _____

6. Student socio-economic background _____

7. Proportion male/female _____

8. Students' typical ELT objective(s) _____

_____

9. # levels per program _____

10. # class sections per program _____

11. Average # students per class _____

12. Advisory system for students _____

13. Administrator's comments on clientele _____

_____

14. Teachers' comments on clientele _____

_____

Staffing

1. # teachers per program (full-time) _____

2. # teachers per program (part-time) _____

3. Teacher/student ratio _____

4. Teacher educational background _____

5. Administrator's comments on staffing _____

_____

6. Teachers' comments on staffing _____

_____

Timing

1. # clock hours of ELT per week _____

2. # weeks in program _____

3. Administrator's comments on timing _____

_____

4. Teachers' comments on timing _____

_____

Fees

1. Tuition fees per student ($ US) _____

2. Other fees ($ US) e.g. texts etc. _____

3. Amount & source of any fees paid on behalf of students, e.g. USAID ($ US) _____

4. Administrator's comments on fees _____

_____

5. Teachers' comments on fees _____

Testing

1. Is entrance test to program used? _____
2. If yes, name & min. acceptable score _____
3. Is there periodic testing to assess student learning _____
4. Is exit test from program used _____
5. If yes, name & min. acceptable score _____
6. Average length of time to reach call-forward scores _____
7. Administrator's comments on testing _____

_____

8. Teachers' comments on testing _____

_____

Curriculum

1. When was the curriculum for the program developed _____
2. Who developed it _____
3. Language focus of curriculum (e.g.structural/communicative/ EAP/other specific purpose) _____
4. Skill focus of curriculum (L/S/R/W) _____
5. Orientation to American culture/U.S. univs._____
6. Titles & pub. dates of principal texts used _____

_____

7. Administrator's comments on curriculum _____

_____

8. Teachers' comments on curriculum _____

_____

Evaluation

1. Is program evaluated _____
2. If yes, by whom, and when _____

3. Is classroom teaching evaluated _____

4. If yes, how frequently and by whom _____

5. Do teachers evaluate program; how _____

6. Do students evaluate program; how _____

7. Administrator's comments on evaluation _____

_____

8. Teachers' comments on evaluation _____

_____

Methodology

1. Is a particular method followed in program _____

2. If yes, which one(s) _____

3. Administrator's comments on methodology _____

_____

4. Teachers' comments on methodology _____

_____

Possibilities for expansion

1. Physical feasibility _____

2. Curriculum development feasibility _____

3. Staffing feasibility _____

4. Clientele feasibility _____

5. Administrator's comments on possibilities for expansion _____

_____

6. Teachers' comments on expansion possibilities _____

_____

Overall Strengths of Program

Administrator's Comments: _____

Teachers' Comments: _____

Overall Weaknesses of Program

Administrator's Comments: _____

Teachers' Comments: _____

Areas for Improvement

Administrator's Comments: _____

Teachers' Comments: _____

Future Directions

Administrator's Comments: _____

Teachers' Comments: _____

Anticipated Problems

Administrator's Comments _____

Teachers' Comments _____

(Adapted by PIET from "English Language Training Assessment" questionnaire, Academy for Educational Development, English Language Training Assessment, Final Report, Jan., 1987.)

APPENDIX C

CRITERIA FOR EVALUATION OF ELT PROGRAMS

Within the field of English as a Foreign Language, there is basic agreement on a set of minimal standards which successful teaching programs should meet. The following list is based on criteria selected from previous ALIGU needs assessments and from criteria suggested by the faculty of the School for International Training/Experiment in International Living.

1. CURRICULA: The curricula for an EFL program must meet the training requirements of the participants. Since AID participants are studying English to enter academic or training programs, the curricula must develop students' skills in listening, speaking, reading and writing for academic purposes. Focus mainly on oral communication skills, as in traditional intensive programs, is not sufficient; neither is a focus on only TOEFL preparation because training in academic skills is also needed. In addition, all parts of the program should be integrated and unified by a sound pedagogical rationale.

2. CLASS GROUPINGS. Classes should be fairly homogenous as regards English proficiency levels. This is best accomplished by entrance testing and placement into classes at four levels: beginning, low-intermediate, intermediate and advanced.

3. CLASS SIZE. Class size should be between 5 and 14 students. Much smaller classes prevent the necessary interaction among students and teachers. Larger classes prevent individual attention to the needs of students.

4. INSTRUCTIONAL MATERIALS. Students will require several sets of textbooks as they progress through the various levels of the program. The EFL field offers a variety of good texts focusing on the development of academic skills. Experience is needed in selecting these texts. Ideally, students should own their own texts. A resource room for teachers with a good collection of current texts will help in lesson preparation and in giving students exposure to a variety of materials.

5. INTENSIVE PROGRAM. Except for advanced level students, instruction should be intensive: 4-5 hours per day, 5 days a week.

6. SCHEDULING FLEXIBILITY. Since students progress at different rates, it is useful to be able periodically to re-group students into new sections based on their current proficiency and learning needs.

7. YEAR-ROUND TRAINING. Classes should be offered year-round to guarantee continuity of instruction.

8. FACULTY. The EFL teachers should be experienced and trained in current EFL methodology. Note that a well-trained host country teacher is usually preferable to an untrained native speaker of English. The program director should also have experience in the TEFL field as well as several years of administrative experience. Staff should also have a good understanding of the field of English for Academic Purposes.

9. CULTURAL ORIENTATION. Cultural orientation should be included in a program that prepares participants for study outside their own country. In addition to general information about life in the U.S., students should receive an orientation to U.S. academic life when appropriate. Also included should be general communication techniques such as appropriate gestures, proxemics, social customs and language conventions.

10. FACILITIES. Although good instruction does not depend on excellent physical facilities, there are certain aspects to consider for good learning environments. Among these are lighting, desks that can be moved about the room and adequate space for instruction. Programs that have facilities such as language labs, libraries and audio-visual equipment should be evaluated on how well these facilities are being used.

11. COST EFFECTIVENESS. Cost effectiveness of an ELT program must be measured both by the length of time needed to prepare a participant for departure and the extent to which overseas training programs are completed successfully without extensions of the training period. Only measuring on how long it takes a student to reach a test score such as TOEFL is not a sufficient indicator of whether the program is successful.

12. FREQUENT EVALUATIONS. Students: Criteria should be established for appropriate entry to and exit from academic ESL programs. Students should be evaluated periodically using appropriate English tests to assess the learning that has occurred. Staff should have experience in interpreting test results.
Program: In addition to student evaluations, the program should also be evaluated both by its own staff and by outside evaluators to determine if goals are being met and to make suggestions for improvement.

APPENDIX D

ACADEMIC PROGRAM CURRICULUM
INTERNATIONAL STUDENTS OF ENGLISH PROGRAM

The Experiment in International Living

A. PRE-ACADEMIC ESL

Students in this class cannot effectively understand or express themselves in English. The Pre-academic class introduces basic grammatical structures and focuses on oral production in common communicative situations. Oral communication will be reinforced by elementary reading and written work.

1. GRAMMAR: Basic structures are introduced through aural/oral activities; laboratory work emphasizes aural comprehension. Readings and written work are based around grammar points.

2. READING: Reading at this level will serve to reinforce grammar points and introduce as well as reinforce vocabulary.

3. WRITING: Classroom activities will generally be followed up by controlled writing activities to reinforce grammatical structures studied.

4. VOCABULARY: Vocabulary is introduced and expanded through classroom activities, readings, pictures and realia.

5. COMMUNICATION SKILLS: Communication skills are inherent in all activities at this level. Situational practice, laboratory listening exercises, pronunciation work and simulations will reinforce communicative competence.

6. TESTING: At this level testing introduces the student to multiple choice and short answer tests. As well, the student will be tested for oral competency.

A. Content:

1. Weekly grammar and vocabulary review tests.

2. Oral competence will be measured by situational tests.

3. Comprehension questions on short oral/written passages.

B. LOW-LEVEL ENGLISH FOR ACADEMIC PURPOSES CLASS (corresponding to an initial score of 40-60 on the Michigan test)

Students in this class can understand English and make themselves understood, but they do not have thorough control over grammar and cannot handle college-level reading and writing. The low-level class reviews

basic grammar and introduces intermediate grammatical structures, is an introduction to academic reading and writing skills, and includes a basic introduction to academic study overseas.

I. GRAMMAR: Basic-to-intermediate structures are covered through aural/oral work, readings are based around grammar points and appropriate writing assignments. Laboratory work emphasizes grammatical structures.

II. READING:

A. Reading at this level serves the following purposes:

1. To reinforce grammar points by using readings based on specific grammatical structures.

2. To increase vocabulary.

3. To increase reading speed.

4. To begin to develop reading skills for academic purposes.

B. Content

1. Paragraphs and short passages to develop academic reading skills:

a. Reading for central idea.
b. Reading for full comprehension.

2. Speed-reading materials.

III. WRITING

A. At this level, concentration is on controlled writing to reinforce grammar. The materials used will also introduce new vocabulary. Classroom discussions are often followed up by written exercises.

B. Content:

1. Dictations--to reinforce grammar and vocabulary.

2. Controlled composition--to reinforce grammar points and introduce new vocabulary.

3. Directed composition--to reinforce grammar points and introduce new vocabulary.

4. Summaries of short listening comprehension passages (laboratory).

5. Free composition--short, timed writings about familiar topics.

6. Spelling rules.

IV. VOCABULARY

A. Vocabulary is learned at this level through readings, pictures and classroom discussions. The dictionary work helps the student to develop necessary skills for reading and writing.

B. Content:

1. Vocabulary from paragraph reading, pictures, discussion topics.

2. Dictionary work:

a. Alphabetizing.
b. Using guide words
c. Dividing words into syllables.
d. Syllable stress.

V. COMMUNICATION SKILLS

A. Aural/oral skills are used in all aspects of classroom work.

B. Content:

1. Laboratory listening comprehension passages with questions.

2. Dictations to reinforce grammar points and develop written skills as well as to develop comprehension skills.

3. Pronunciation.

4. Class discussion on students' lives, culture, new life overseas.

VI. TESTING

A. Testing at this level continues to utilize multiple choice and short answer tests. It gives the student the opportunity to analyze his/her own strengths and weaknesses.

B. Content:

1. Weekly grammar and vocabulary review tests.

2. Comprehension questions on short oral/written passages.

3. Selected items from practice TOEFL and TOEIC tests.

VII. ORIENTATION TO OVERSEAS STUDY (See Advanced Level Class)

C. INTERMEDIATE ENGLISH FOR ACADEMIC PURPOSES CLASS (Score of 60-70 on Michigan)

Students in this class have studied English previously. Their comprehension and conversational abilities are at an intermediate level. They usually have a good knowledge of basic English grammar and some

control of more advanced structures. Most have had some exposure to academic reading and writing skills. The mid-level course therefore helps the student to increase his/her ability in English grammar and to acquire many of the specialized reading and writing skills necessary for academic work overseas.

I. GRAMMAR: Although students at this level have studied English grammar intensively in the past, this course reviews previously learned structures and continues with more advanced structures. Special emphasis is placed on correct written English.

II. READING

A. Purpose

1. To reinforce grammar points.
2. To increase vocabulary.
3. To develop academic reading skills.
4. To increase reading speed and comprehension.

B. Content

1. Paragraphs and short passages taken from academic texts (if possible, in the participants' areas of technical study).

   a. Reading for central idea.
   b. Reading for full comprehension.
   c. Scanning for specific information.

2. Speed-reading materials.

3. Testbook surveys to acquaint students with types of books used in academic settings.

4. Nonfiction reading.

   a. Based on classroom discussion topics.
   b. Basis for writing assignments.
   c. For analysis of writing styles.

III. WRITING

A. Writing at the mid-level is often based on reading materials or classroom discussion topics. Advanced grammar points are discussed as they relate to correct written English.

B. Definition by Parts of Speech.

C. Formal/Informal usage.

D. Etymology

E. Using a Dictionary

1. Word stems (prefixes, suffixes).
2. Changing words from one part of speech to another.

IV. COMMUNICATIONS SKILLS

A. Aural/oral skills are used in all aspects of classroom work. Special emphasis at this level is on understanding academic lectures.

B. Content

1. Dictation to reinforce grammar points and to develop written skills as well as comprehension skills.

2. Mini-lectures with comprehension questions; notetaking (based on student academic interests).

3. Pronunciation.

4. Classroom discussions.

V. ACADEMIC RESEARCH

A. Students will become familiar with research procedures. Although they will not write a research paper at this level, they will learn how to write one.

B. Content

1. Orientation to reference materials.

a. Use of the library
b. Use of reference books

2. The research paper: an introduction.

a. How to choose and limit a topic.
b. How to take notes.
c. How to footnote and the reasons for footnoting.
d. How to write a bibliography and the reasons for including one.

VI. TESTING

A. At this level the main emphasis is on preparing for the TOEFL/TOEIC test.

B. Content

1. Weekly tests for review and assessment (multiple choice, fill in the blanks, essay tests).

2. In-depth practice with practice TOEFL and similar tests.

a. Listening comprehension.
b. Structure and written expression.
c. Reading comprehension and vocabulary.
d. English usage
e. Reading and writing.

VII. ORIENTATION TO OVERSEAS STUDY (See Advanced Level course)

D. ADVANCED LEVEL CLASS

The students at this level have a good control of English grammar and have previously studied academic reading and writing skills. The emphasis in this class is on perfecting academic ESL skills and preparing for the TOEFL tests.

I. GRAMMAR: At this level, students have a good control over grammar structure. Grammar is reviewed through reading/writing assignments and through classroom discussions that stimulate the types of discussions encountered in an overseas academic situation.

II. RESEARCH TECHNIQUES AND TERM PAPER WRITING: To reinforce academic reading and writing skills, students will receive an orientation at this level on doing research and writing papers. The purpose is:

A. To teach the following skills involved in research.

1. Use of a library
2. Selecting and narrowing a subject for a term paper.
3. Notetaking from reading, using notecards.
4. Preparing a bibliography.
5. Sorting/selecting notes for use in final paper.
6. Outlining paper.
7. Combining outline and notes into final paper.
8. Presenting paper in final acceptable form.

B. To reinforce and/or teach reading skills useful in academic research.

1. Skimming.
2. Scanning.
3. Using index, table of contents, appendices.

C. To reinforce and/or teach writing skills useful in research.

1. Sentence structure (simple, compound, complex, compound/complex).

2. Paragraph development.

a. Topic sentences.
b. Development
c. Conclusion/transition.

3. Essay/multiple paragraph development.

a. Thesis sentence.
b. Varieties of paragraph development.

4. Essay types/purposes.

5. Notetaking skills

6. Using direct quotations/paraphrasing

III. TESTING

A. Expose student to types of tests in academic setting.

1. Multiple choice.
2. Short essay.
3. Long essay.

B. Expose students to variety of evaluation methods.

1. Percent.
2. Letter grade.
3. Evaluative comments only.

C. TOEFL in-depth preparation work.

IV. ORIENTATION TO OVERSEAS STUDY (all levels)

A. This section of the course can be conducted entirely in English (at the intermediate and high levels) or partially in the native language of the students (at the lower levels). The choice of content will depend on the destination/goal of the students (university, long or short-term work, business or industry setting, ec.) StTudents at all levels will be exposed to a variety of information about life in the U.S. and in particular, life at a U.S. university.

B. Content

1. University

a. Types of colleges/universities.
b. Planning a course schedule.
c. Figuring grade point averages.
d. Extracurricular activities.
e. Housing.
f. Working with advisors/professionals/fellow students.
g. Credit structures, school calendars.
h. Meeting graduation requirements.

2. Orientation tos tudying in short-term courses.

a. At a university.
b. At on-the-job training site.

3. Looking at oneself as a member of a particular cultural group.

4. Adjusting to a new culture.

a. Culture-specific information.
b. Ways to approach learning about a new culture.
c. Coping with culture shock.
d. Personal expectations/expectations of host culture.

E. INTENSIVE UNDERGRADUATE/GRADUATE PREPARATORY ESL

For students who have not reached 500 on the TOEFL, this course would serve as an intensive review of material from the previous three courses. This course would be designed to work in areas of the students' weaknesses in relation to their previous TOEFL results. There would be heavy concentration on grammar, reading and listening skills.

PIET ELT PROGRAM TIMELINE

Country/ELT Specialist	DECEMBER 1987	JANUARY 1988	FEBRUARY	MARCH	APRIL	MAY	JUNE
INDONESIA Chris Reznich Diane Larsen-Freeman Ted Gochenour	1-22	9-30 9-30			14-17		
GUATEMALA Richard Sansone					4 - 23		
MAURITANIA Patricia Johnson			15			28	
BANGLADESH Mary Gray				14	1		
COSTA RICA Bonnie Mennell					4 - 23		
EL SALVADOR Danny Lubovich Nancy Clair					6 - 23/27 6 - 23/27		
PARAGUAY Bonnie Mennell						2 - 20	

KEY: ____ confirmed

REPORT ON THE STUDY OF ENGLISH LANGUAGE NEEDS REQUESTED BY USAID DHAKA, BANGLADESH

March 16 through April 4, 1988

Prepared by ELT Specialist Mary F. Gray

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Washington, D.C.

Coordinated by

The Experiment in International Living

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III. CRITERIA FOR EVALUATION OF ENGLISH LANGUAGE TRAINING PROGRAMS

The criteria listed below constitute an area in which there is general agreement as to minimal standards required for successful programs. They are derived from criteria compiled during previous ALIGU needs assessments, and recommendations made by faculty at the School for International Training, The Experiment in International Living and by the ELT Specialist.

1. Curricula: The curricula must meet the training needs of the participants. In the case of academic participants, almost all American graduate institutions require a TOEFL score of 550. However, the TOEFL score *per se* is inadequate to define needs. Student's skills in listening, speaking, reading, and writing are required if the participant is to perform well academically once he reaches the campus selected for academic training.

2. Class Groupings: If students are to progress systematically, they must be grouped according to ability, which means entrance testing. Assuming that some competence will be required prior to nomination and acceptance as a participant, it seems probable that students would fit into one of three levels: low-intermediate, intermediate, and advanced.

3. Class Size: Class size should be between six and fifteen. Smaller groups prevent interaction between students and teacher. Larger groups prevent individual attention.

4. Instructional Materials: There are excellent materials available. Good teachers will select appropriate materials for meeting the needs and current levels of the participants. Ideally, students should be able to take textbooks home for study. There is no requirement that textbooks be given or sold to the students, although students might prefer to own them. Several different texts will be required as students progress.

5. Intensive Program: To accomplish maximum competence in minimal time, training should be intensive: five hours per day, five days per week has been the schedule for most successful programs.

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6. Scheduling Flexibility: Since students progress at different rates, it is necessary to have an adequate number of classes offered so that fast learners may be rescheduled and each student may be in a learning situation most appropriate to his needs.

7. Year-Round Training: Classes should be available throughout the year so that the USAID Training Division can offer necessary English training to meet the needs.

8. Faculty: Teachers should be trained in methodology of English as a Second Language. Fortunately there seems to be a relatively large number of Bangladeshi teachers who have excellent skills in this regard. The Bangladesh English Language Teachers Association has a pool of teachers who are on other faculties but available for part-time work. The program director should be trained in TEFL or TESL methodology and have administrative experience so that the program reflects maximum utilization of resources.

9. Cultural Orientation: Because the American academic system is considerably different from that of Bangladesh, and because the cultural pluralism of the United States is reflected in relatively new and unusual ways, it is important that this aspect of preparation be included prior to departure. The Washington International Center orientation is excellent in helping students develop self-reliance after they arrive, and should be included for both academic and short-term participants, but this program by its very nature has to handle general problems. Orientation for specific purposes including expectations in certain academic disciplines is required if students are to get a good start when they arrive at a training site.

10. Facilities: A good learning atmosphere is important if training is to proceed systematically. Aspects to be considered include good basic equipment such as furniture, lighting, and air circulation. Attractiveness of the training rooms and general atmosphere of good maintenance make a significant difference. Language laboratory, audio-visual aids, and library facilities are of great value if properly incorporated in the curriculum.

I. INTRODUCTION

This report on English Language needs for Bangladesh is based on a request by the USAID Mission to USAID/OIT/Washington. The Specialist's availability was due to a Field Support grant provided by OIT to Partners for International Education and Training and administered by The Experiment in International Living (one of four Partners). As Placement Specialist for USAID participants from Asia and the South Pacific for PIET, the ELT Specialist has had five years of experience with USAID participants from Bangladesh in all fields except agriculture which is handled by USDA.

The period of the consultancy was March 16 through April 4, a relatively limited time. Prior to departure for Bangladesh, the Specialist had the opportunity to talk with Ruth Montalvan who had conducted a teacher's seminar for the United States Information Service (USIS) in 1985, with Mary Jo Furgal who had been APAO for USIS and returned to Washington in 1986, and to read various reports on previous activities. The interviews conducted and written materials consulted are listed in Appendices 1 and 2. Three is relative consistency between the information which the Specialist was able to acquire in Washington and that which has been presented here.

A short-term consultant imposes additional work on the regular staff. At the outset, the Specialist should like to express thanks for the arrangements made and the courtesy extended by many USAID employees who were unfailingly thoughtful. The Specialist learned a great deal, and will share her experiences with colleagues in Washington. There are areas of great hope for the future of Bangladesh if the human resources are used effectively.

II. SCOPE OF WORK

USAID Dhaka needs to meet the English Language Training (ELT) requirements of three groups of people:

(1) Participants who will be going to the United States for academic training, primarily for Master's degrees. These currently number approximately 15 per year. With the implementation of the Development and Manage-

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ment Training Project, this number would be increased by approximately 12 per year for six years so that an average of 25-30 academic participants will constitute this group.

(2) Participants for short-term training (one to six months) in the United States or in third-country training facilities. The number ranged between 123 and 169 over the past three years. Not only in Bangladesh, but also throughout the USAID training picture, this is the group which tends to get overlooked. Everyone connected with training and everyone consulted in the English Language Training area recognizes that these participants must have adequate English prior to departure because the pace is fast and intensive in short-term programs. With these numbers involved, a solution to their needs must be considered.

(3) USAID Foreign Service Nationals. These have been identified as a need for several reasons. Most importantly, their own efficiency might be improved, which would benefit the work of the Mission as a whole; equally important, their morale would be heightened by a greater sense of participation in the projects and their implementation. Training for this group would be quite different in objective and in timing.

Analysis of the resources available locally in order to meet the needs of USAID has taken most of the time available. A description of these possibilities, their assets and liabilities takes up the major body of this report.

Additionally, this report considers some of the larger issues of English Language Training in Bangladesh. While English is the second language of the country, there seems uniform agreement that standards are dropping and this will impinge more heavily on USAID trainees as the years go by with a smaller pool of available potential participants with adequate to mediocre English or with a recognition that potential participants will require much longer English training than has been necessary in the past. Some recommendations on English programs which will approach these basic problems are included.

11. Cost Effectiveness: Simple comparative costs of training per classroom hour must be weighed against the options available and what is accomplished during the training period. Fortunately, fairly good comparative data is available on the basis of which recommendations may be made.

12. Frequent Evaluations: Pre-testing for placement is an obvious necessity. Testing during the training period is of importance in enabling the most efficient use of the time available for the individual student. USAID should require a regular report on its participants from the instructional facility chosen. If a twelve-week intensive program is designed, three reports would be minimal: 1) placement after pre-testing; 2) progress at the end of six weeks; 3)final evaluation.

IV. ANALYSIS OF ENGLISH COMPETENCE OF POTENTIAL TRAINEES

We are fortunate to have excellent data available on both prospective participants and Foreign Service Nationals, thanks to the ALIGU testing program incorporated by Len Maynard. The test results are summarized as follows:

Designated Participants (Tests from 6/3/87 through 3/24/88)

Range of ALIGU total scores: (Perfect score - 300)

Under 100	15
101 - 125	8
126 - 150	6
151 - 175	2
176 - 200	12
201 - 225	12
226 - 250	5
Over 251	3
	--
Total Tested	63

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Foreign Service Nationals (Tests from 3/8/ through 3/22/88)

Range of ALIGU total scores:

Under 100	7
101 - 125	5
126 - 150	10
151 - 175	10
176 - 200	4
201 - 225	12
226 - 250	8
Over 251	8
	--
Total tested	64 (Note: This includes six job applicants)

The total pool of FSNs numbers 118, including 52 direct hires, 35 on personal service contracts, 24 drivers, and seven janitors. Since participants going to the United States are normally required to submit TOEFL scores, the ALIGU test results should be compared with TOEFL scores to evaluate needs. While there is some range within each test, comparable scores would be as follows:

TOEFL	ALIGU	
Over 550	270	Fully qualified in English;
475 - 500	220	Requires approximately 12 weeks of intensive work for full academic program;
425 - 475	160	Requires a minimum of 12 weeks; may require 18 weeks of intensive English.

Lower scores in either category would require long term intensive English. Potential participants at the lower range should be referred to remedial programs prior to enrollment in USAID supported English programs.

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The scores for the designated participants available include primary short-term trainees, many of whom would be sent to third countries for training. Nonetheless, if we are to take these scores as representative of what may be expected in the future, it is clear that only 4% are fully qualified in English to undertake an academic program. The British Council testing, based on 300 grants per year, shows that 98% need intensive work of six, twelve, or 18 weeks. If USAID wishes to be certain that the short-term participants will benefit from their training, a minimum of eight to twelve weeks intensive English should be required with emphasis on upgrading communicative skills and reading comprehension in specific fields of the training required.

It is not clear what USAID hopes to do for its Foreign Service Nationals. A program of one hour a day, five days a week, usually enables students to upgrade their skills in a systematic fashion. Scores indicate that three levels of classwork would be required. Beginning, Intermediate, and Advanced. To be most effective, these classes should be scheduled at the place of work with early morning, late afternoon, or lunch hour providing the best schedule with least job interference.

V. OPTIONS AVAILABLE FOR TRAINING OF PARTICIPANTS

Essentially, we need to consider three possibilities of meeting training needs. These include U.S., third-country, and local training facilities with appropriate strengths, weaknesses, and cost estimates.

A. Training in the United States: For most missions worldwide which choose this option, the choice has been the American Language Institute (ALI) at Georgetown University which has the contract with USAID/OIT. ALI does an excellent job with participants normally assigned for 12 to 16 weeks, sometimes longer. The tuition cost in 1988 is $90 per week or $360 for four weeks, monthly maintenance after the first month approximately $700, and book allowance at $65 per month. The cost per student hour works out at approximately $13.10. If a student has been accepted for graduate work at a particular university which has an intensive English for International Students program, it is often preferable to enroll the

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student in that program so that he makes the adjustment to the campus and gradually involves himself in the academic program of which he will be a part. Tuition and other costs would not be significantly different. Some campuses permit a student to register for regular course work (one or two courses) if the TOEFL is 525+, while taking English to bring the performance level up to full participation. This is a real morale booster for the student and generally encourages a higher motivation in both areas.

One point which needs to be made, no matter what option is chosen, is that there is no absolute certainty or predictability about length of time a participant will take to go from 500 to 550 on the TOEFL. Most students tend to reach a plateau at some point and it takes a brief time to break through; this is perfectly normal; good teachers are prepared for it and help the student keep up morale while seemingly unable to progress.

B. Training in Third Country: The two possibilities which have been suggested are the Philippines and Thailand. Although intensive English programs in the Philippines may exist, the English standards have gone down there. American academic institutions which formerly admitted Philippine graduate students on the basis of a Philippine undergraduate degree which assumed academic work in English now uniformly require the TOEFL and GRE for graduate admission. This combined with political circumstances which could create anxieties negate the Philippines as an option.

In Thailand, the AUA English Center has had a deservedly high reputation for many years. The cost would be less than training in the U.S. but higher than training in Bangladesh, and the student would have to spend quite a lot of time adapting to the intricacies of living in a country where English speakers are hard to find outside of the tourist and business community. For the difference in cost, training in the U.S. would be preferable to this option.

C. Training in Bangladesh: This option is to be preferred if quality of instruction can be guaranteed and cost effectiveness is possible. Among the possibilities which have been considered are:

1. The English Language Institute (ELI) of Kathmandu might be contracted to send teachers from Nepal to Bangladesh to offer intensive English up to twelve weeks in length. On the positive side, the ELI has been in operation since 1968 and apparently has access to a large group of American native speakers who teach in its Center. On the negative side, the problem of scheduling is an almost overwhelming obstacle. In order to meet the training needs of participants, intensive English should be offered in the months immediately prior to departure since the skills learned deteriorate very quickly if there is a time lapse between the end of the intensive course and departure. It is desirable that the courses be available year-round since most academics will depart in August, some will depart in early January, and short-term trainees may depart at any time during the year. Additionally, there is the problem of facilities - it would seem necessary to rent and equip space adequate for a minimum of three classrooms, an office, and a library/audio visual center. Since the period of use would be for a few months only each year, storage for the unused equipment for the balance of the year would also contribute to the overall cost.

2. USIS has the Cultural Center and most of the equipment. Selim Shahabuddin, FSN, is extremely competent and highly regarded in the TEFL/TESL field. USIS distributes the English Teaching Forum fairly widely and presents books to universities and government institutions, but has decided to put its money into British Council programs.

3. YMCA/YWCA English classes. The English program at the YMCA has been in operation since 1965 and is self-supporting. Two types of classes are offered: Spoken English (Beginners, only occasionally an Advanced class) - three month course, three two-hour sessions per week, 750 taka per course; TOEFL preparation - two month course, same number of sessions, 750 taka per course. Classes are offered in the morning or late afternoon. Clientele is drawn primarily from the university community (about 75%). The facilities are dismally unattractive, and the Director has a rigidity which seems to imply reluctance to offer anything new or different: what they do works for them, so no change is necessary. This resource would be valuable as a reference to those prospective participants whose scores are

so low that they cannot qualify for intensive training. The suggestion that they could do something on their own and perhaps qualify later may be a useful tactic.

4. Bangladesh English Language Teachers' Association (BELTA). This association which was organized only three years ago, has a country-wide membership of 400 teachers from universities, institutes, and secondary schools. They provide a resource of very qualified teachers from the Dhaka area who have regular jobs but would be available for individual courses. BELTA provides the major resource utilized by British Council for its local teachers but it could also provide a resource for direct hire to offer English classes for FSNs. The Secretary General, Abdus Selim, is helpful, enthusiastic, and very competent. He has indicated that range of cost per teacher hour would be 300-450 takas.

5. The Asia Foundation. At present, The Asia Foundation has only been involved in support for BELTA by providing teacher workshops and conferences and by underwriting the costs for the Journal of BELTA. Three issues have been published so far and each issue has been marked by significant improvements. In Pakistan, The Asia Foundation has provided English language consultants for the major universities and might be persuaded to consider a similar program for Bangladesh, but it would not be available as a resource for intensive English training. The books program of The Asia Foundation could be helpful in providing materials to teachers.

6. The Institute of Modern Languages of Dhaka University. While this was investigated as a possibility, and the teaching staff is competent, the Institute is tied completely to the Dhaka University schedule and could provide no guarantee of performance on a year-round regularly scheduled basis for intensive English programs. Its staff members are members of BELTA and teach part-time for the British Council if they are hired and have time available.

7. The British Council. This facility seems the best available, combining all aspects necessary to make an effective English language program. There is an ongoing intensive program year-round which is

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necessitated by the need to prepare approximately 300 who go to England for study. Five hours of class, five days per week for six, twelve, or eighteen week sessions constitute their regular program. The textbooks are excellent in every aspect required: listening, speaking, reading comprehension, and writing. The Council has very fine audio-visual equipment, a resource center which students feel free to use, a teachers' room where materials and computers are available, a canteen - everything, in short, which one could seek if one were creating the ideal study center. The grounds and classrooms are beautiful, the staff is friendly, and the students combine hard work with happiness - Mr. Ghafoor and I were there during the lunch hour and found the students combining eating and listening and study, smiling and waving to us while keeping at their work. Mrs. Razia Sultana Khan, Director of Courses, and Mrs. Ann Malamah-Thomas, Representative, both indicated that most students come to them initially with an attitude of resentment, taking it for granted that they know English adequately. By the end of three to five days, they lose this attitude and become enthusiastic about the course. The creation of the ideal learning atmosphere is certainly due to the leadership, but it also reflects experience in utilizing and directing local and expatriate teachers to achieve largely predictable results.

Mrs. Malamah-Thomas has indicated her willingness to hire Americans to add the cultural orientation to American education and life which would greatly accelerate participant achievements once they reach the U.S. campuses. One extra hour per day for the final six weeks or a total of 30 hours for this section could be added. This would be scheduled at the end of the five-hour session, around 3:30-4:30 p.m. Under other circumstances, one might question whether this would be the best learning time but because of the learning atmosphere at the British Council, students should not be unduly tired, and they would look forward to this final hour with anticipation and high motivation. Special materials would have to be provided. USIS may already have the books at hand. If not, USAID could acquire them using recommendations from the USIS staff or ESL specialists could provide suggestions.

The cost of training at the British Council is 140 taka per student hour. This means approximately $4.70 per hour or $117.50 per week. A

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six-week session would cost $705, twelve weeks $1410, and eighteen weeks $2115. The 30-hour American culture program would add $140 to the cost.

The question of expense and comparative value is basic to a decision by USAID, and it should be clear that the British Council offers a program of quality which would be difficult to duplicate. The Pakistan example may be most useful in considering a local alternative. Because USAID Pakistan is financing so many participants, the decision was made to establish the Center for Intensive English Language Study (CIELS) with American personnel brought in to administer and teach in the program. A maintenance allowance is paid for participants varying in amount depending on whether they must relocate or are able to do a local commute. With rental of space, local salaries, overhead charges by the American contractor (Academy for Educational Development/Experiment in International Living), the annual cost is slightly over $420,000. The cost per student hour is $7.46, about 160% of British Council charges. To offer a comparable program might take a two-year period of development. The British Council contract could be negotiated quickly with mutual understanding and ease of continuing consultation on USAID participant needs. Setting up an independent center would involve USAID staff in a great deal of negotiation and materials acquisition which would be in addition to the total cost of setting up the installation. The cost per student hour would be considerably higher than that of the Pakistan CIELS project because the fixed costs would be comparable and the numbers for Bangladesh are so much lower.

It should be pointed out that participants who are inadequately prepared can profit little from short-term or academic training. No mission has sufficient funds to waste on trainees who are unprepared to learn and who, as a result of a bad training experience, come back with such negatives that they resent the U.S. government and its "gift". Sometimes project managers are so eager to get <u>any</u> designated participant that they are willing to forego the English question. Some project managers are unaccustomed to budgeting for English training.

It is strongly recommended that Mission management determine that no participant be processed if the English ALIGU score is below 160, and that all participants have above 160 but below 270 to be trained at the British

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Council at their intensive English program for the required length of time to bring the score up to a minimum of 250. Academics may require additional U.S. training to reach the 270 ALIGU or 550 TOEFL. Ideally, all would reach 270 ALIGU prior to departure.

While the 550 TOEFL is clearly defined as a need for graduate students going to the U.S., the Mission as a whole must agree on the additional need for English for the short-termers. This may require educational efforts on the part of the Program and Training offices, but more than this, it requires agreement on the part of Mission management that money spent for this purpose be basic to the success of the training planned.

With the departure of Len Maynard, ALIGU test administration will be in the hands of Don Muncy with Colette Chabbott as alternate, and with tests scheduled regularly on Wednesdays.

VI. OPTIONS AVAILABLE FOR TRAINING FOREIGN SERVICE NATIONALS (FSNs)

For FSNs, the program should be a one-hour a day, five day a week course. Because it should be at the work place, and because the new office space includes only one conference room in which a class could be offered, this means only one, at the most two, classes could be scheduled per day. Under these conditions, six week classes would be sufficient to provide a level of improvement and change of personnel. Len Maynard who has been most involved in testing of employees and talking with management and FSNs about possibilities has made the most valuable suggestions which are incorporated here.

Certain conditions must prevail if the program is to be successful. Primary is support by the American supervisors. Only with this support can the FSNs feel that their work is important and that their learning English will make any difference. This means individual encouragement on the one hand and release of the employee to attend class as a priority. The course material must be directly job-related so that the English learned can be immediately utilized by the FSN. It is therefore necessary to schedule classes in two ways: by language ability and by job category. Senior staff

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with high test scores might appreciate a course in Report Writing with individual assignments for the different class members based on their specialty - population, agriculture, public health, etc. Such a course would have to be taught by an American who possesses good teaching and writing skills - such a person may well be available within the American community. The drivers, on the other hand, need more speaking skills and curriculum would be devoted to local geography.

It is apparent that with a diversity of needs an American director for this program should be designated, although the job requirement should not be more than one or two hours a day to supervise the curriculum and negotiate problems. Local teachers could be recruited for Beginning and Intermediate levels although American dependents might be preferable from a prestige standpoint if they are competent teachers. Choice should always be on the side of the best teacher regardless of ethnic background.

Drivers should be scheduled from 3:00-4:00 p.m. and in two successive groups. From the standpoint of their need on the job, this time would be lightest. With 24 drivers, 12 would be availble for driving and 12 for class during each of two six-week periods. Since the curriculum would be specialized, entry level of English is not so important for this group. The janitors group of seven might have a similar schedule.

Classes for all other FSNs should be held at the end of the work day, 4:00-5:00 p.m. This schedule involves a sharing of responsibility between USAID and the employee, with half an hour given by each. Worksite ESL programs have found that employees will have a greater sense of involvement and appreciation if they are contributing some of their own time. However, they would feel used and abused no doubt if USAID gave nothing except the cost of the teacher. By USAID supervisors saying, "Yes, this is important and we will spare you every day at 4:00 p.m.", the increased morale should result in a good learning experience.

Because the drivers and janitors would be scheduled before 4:00 p.m., for the first three six-week sequences at least, two classes per day could be offered with perhaps an Intermediate level course for secretaries providing the first six-week course for the 4:00-5:00 hour. The sequence

of offerings should be designed so that the impact of training is felt quickly throughout USAID. This means that the Advanced courses would be offered last.

The designated director would be responsible for hiring teachers, selection of materials, and general supervision of each class to be certain that morale remained high. If attendance drops off, if the FSNs are going to class without enthusiasm, the director should take immediate action to help the teacher or change the curriculum. Delay is catastrophic in a short course, and one course failure will mean later groups will approach the course without motivation.

Certain questions were raised in the discussion of the FSN section by Don Muncy and Colette Chabbott, and these remarks may act as clarification.

One of the valuable resources provided by USAID Dhaka was the evaluation made for USAID Kathmandu on the English language training of its FSNs. Because the American supervisors had not made the classes a priority or given encouragement to the FSNs, the classes tended to be of minimal value. Thus, the strong recommendation that it require a mission decision that the FSN classes be a priority is based on a nearby Mission's experience.

No matter where ALIGU tests are given, national employees tend to be anxious, worried about the effect of a low score on their job-rating. If a strong English program is introduced, with emphasis on the positive values of FSN training, the whole Mission morale can be improved and employees made more productive. This is particularly true in the area of writing skills where American project officers are unable to delegate because FSN writing products require too much editing by the American and too much timidity or danger of loss of face for the FSN. Every class for FSNs should be heavy on the writing component with letter, cable, and report-writing gradually being offered on a higher and more complex level.

The test results show that there is a great discrepancy between actual and perceived ability. Employees have been given an opportunity to take a

second test when they have felt they were too anxious to do their best. The test administrator must be reassuring in the administration. No test is perfect, but the ALIGU is well tested and highly regarded, and the results provide a fair reflection of the range of ability of the FSN staff. These test results indicate that almost all FSNs could profit from English. Even those with the highest scores might learn something about report-writing skills, particularly in the area of outlining and organization.

The implementation of training for the FSNs is more intricate than that for participants because normally minimal time is given off the job. Don Muncy has rightly pointed out that it might be more valuable for USAID to designate employees, one or two per division, to attend the six-week intensive program offered by the British Council since that ongoing program is available year round at all levels. Although there is the issue of cost, and the concern that positions be covered, certainly this option should be considered.

The question of job relationship to English language material covered is one of the secrets of success for the FSN project.

If the FSN English training is to succeed, Mission management must make the decision both that the monetary expenditure is in its interests and that it will create a learning situation which is most valuable for the FSNs and for the Americans under whom they are supervised. While Program officers should do the testing since they are responsible for the ALIGU tests, Management/Personnel should be responsible for the class organization and assignment. Where/when/and by whom are technical details which go beyond the competence of this Specialist.

VII. SUMMARY OF RECOMMENDATIONS FOR USAID TRAINING

A. For academic and short-term participants, the British Council provides a quality program which is cost effective and flexible enough to meet specific American orientation requirements. While length of time will vary from six to eighteen weeks of intensive training, the difference in preparation for the participants should be immediately apparent. If participants leave Bangladesh adequately prepared in English, they should

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have a better first semester or short course and in some academic cases, at least, reduce the total time in the U.S. by as much as a semester or summer session.

B. For potential participants who offer a low score on ALIGU, USAID training division can suggest they try to do self-improvement at their own expense (which is very modest) at the YMCA/YWCA courses.

C. For FSNs, classes should be organized on a one-hour a day, five days a week, six-week course basis, with primary attention being paid to job relevance of course material. With the exception of drivers and janitors who should be scheduled in mid-afternoon, other courses should involve time-sharing with 50% contributed from USAID time and 50% by the employee. This seems to indicate that 4:00-5:00 p.m. would be preferable, with 7:30-8:30 a.m. a lesser possibility. An American director should be appointed to supervise curriculum and teachers.

VIII. USAID INTEREST IN ENGLISH LANGUAGE TEACHING IN BANGLADESH

Because so much of USAID's work relates to communication with counterparts in the Bangladesh government or NGOs, the overall status of English as a second language in the country is of long-range concern. Commonwealth countries tend to take the status of English for granted, which makes it more difficult to approach the problem and its solutions objectively. There may be a resentment on the part of high-ranking government employees that the subject is even raised - a nationalistic assertion of pride may substitute for consideration of the problem.

There is universal agreement that the educational standards are dropping, partially as a result of the extension of primary education to try to provide wider literacy combined with a great increase in the younger population and the inability to provide a sufficient number of trained teachers. Thus, a drop in English competence at the secondary level is a part of a total picture in which education in all subjects has suffered from lack of skilled teachers and large student/teacher ratios.

On the university level, the situation is discouraging because of the number of academic interruptions in recent years. It is unanimously estimated that the regular four-year M.A. program is now taking seven years and the three-year B.A. Hons. takes five years. The English Departments at the universities have endured strife because of antagonisms between those who believe the purpose of teaching is literature and those who believe the emphasis should be on language. This split reached its most recent crisis with the fight over materials to be examined for the Higher Secondary Certificate (Class XII) in which English for Today, Book Eight (published August 1986) has been abandoned for the previously used Higher Secondary English Selections for the Young (Prose and Poetry) published in 1979. The split in this case involved teachers at institutes as well as universities and encompassed a variety of pressures. If one examines the two textbooks, one would conclude that English for Today includes a large number of written passages on subjects ranging from health and tourism to a memorial on the martyrs of the War of Liberation. The vocabulary sections are well done and the exercises are of value in language learning. By comparison, the Higher Secondary English Selections suffers severely because of the inappropriateness of many of the selections and a complete lack of exercises or teacher's aids. It is easier for a teacher to handle English for Today, but the teachers apparently do not wish to take the effort to prepare new material.

As long as the antagonism prevails among the two factions, it is impossible to get the best use out of the resources available. The British Council has taken the initiative with a recent visitor Graham Trengove of the University of Aberdeen, who offered a five-day seminar in Chittagong on the Teaching of Literature with four representatives each from the Departments of English of the four major universities. This seminar stressed the unity of language and literature, and the report from the faculty members at Chittagong was that all four universities were hopeful that the two groups could begin to work more cooperatively. The syllabus for the English Department shows excellent coordination of the two aspects.

The British Council is opening three resource centers in Dhaka, Rajshahi, and Chittagong, which will provide material and assistance to English teachers on the secondary level. USIS will be providing some of

the books and journals and occasional special visitors in the field of English teaching.

With the financial support of The Asia Foundation, the Bangladesh English Language Teachers' Association should develop even further in providing teachers' workshops and a journal which is useful both as a tool for teachers and as a forum on issues. As it grows in membership and experience, it may be able to reach the Ministry of Education on substantive issues.

If cooperation is increasingly possible, then the corner may have been turned and grounds for optimism may exist. For example, if the students themselves are sufficiently dissatisfied with the continual closing of the universities, they might be instrumental in gaining the support of faculty and Ministry to keep the universities open through self-discipline and get the academic program back on track (although this may be overly optimistic). BELTA and the teachers of the secondary system have demonstrated a need and a solution, with the British Council, USIS, and The Asia Foundation cooperating to meet that need through resource centers, materials, and workshops.

With recognition of the need more widespread and with cooperation established among donors of two countries, it is an appropriate time to recommend other measures which might be acceptable.

1. To reach the widest number of people, a radio program of 15 minutes in length, five nights a week, would provide a service which would not require a political decision. In order to be most effective, a series of 60 programs on a theme should be prepared in advance, mimeographed, and mailed out to all who request it. Three to four themes can be prepared including Conversation, Ideas in Poetry, Writing for Business, etc. Radio tapes are easy to record, one needs only two voices per program, and several programs can be done at one session. It is far more effective than TV because radios are more widespread in the country, the scripts can be studied as one listens to the program, and one concentrates on listening and speaking responses. (This has been effective in other countries.)

The Bangladesh Institute for Distance Education might be interested.

2. A service to government which might be diplomatically proposed and quietly implemented would be one-hour a day, five days a week, courses in English for government employees. Although these would be organized by proficiency level for Beginners and Intermediates, employees in the Advanced Courses might be offered English for their special disciplines and particularly writing for international communications. Since government hours are over by 2:30, classes could be offered from 2:30 to 5:30 if an appropriate facility could be located.

If USAID were interested in financing the above two projects, one English Teaching Officer would have to be recruited. All other personnel could be found through expatriates and BELTA.

In Pakistan, The Asia Foundation has provided an English teaching specialist to each of four university centers and thus helped in the development of local material. The University Grants Commission has contributed local operating costs and paid for local teachers. With the resources which The Asia Foundation has developed in Bangladesh through BELTA, it might be appropriate to ask the Foundation to bring in a specialist for each major university. In addition to working with the English Department, the specialist might assist the science, business, and engineering faculties where much of the available literature in the field is only available in English.

The U.S. Information Agency, English Language Section, places interns in countries upon request. At least one, preferably up to three could be requested annually. The interns are available for only a short time, usually, and may not have the experience to direct programs, but they would be well selected and could be very productive.

To deal with the problem on a larger scale, to reach out in all directions to assist teachers on the primary and secondary level so that students have motivation for learning English, one can only recommend that the Peace Corps be asked to provide a fairly large number of English

teachers. 20 to 50 per year could be kept very busy. The result would be that the younger generation would not feel they and Bangladesh were isolated from the rest of the world, and they would be able to cope internationally in whatever field. This would require a government decision, but, if it were prersented as a service, and if it was clear to all that only English teaching would be involved, the offer might not be rejected.

Finally, there is one area of hope and possiblity which is somewhat far off but may materialize without much required assistance from U.S. sources or the British Council. If the new regional organization, SAARC, develops in the same way as ASEAN has, then one of the results will be information sharing among the members. For ASEAN, this has been particularly valuable for educational questions. Seminars of representatives of universities and ministries have met for real discussion and problem-solving with reports published and widely distributed. Since English is the medium of communication for the regional organization, these seminar reports should prove a stimulus on the one hand, but also the necessity of solving English problems for better participation regionally may provide for more Bangladesh government interest in the second language.

To conclude, USAID may wish to get more deeply involved in English as a second language questions in Bangladesh for the primary reason that the USAID mission will be more effectively understood and implemented where there is greater communication. If so, it can assist those already mutually cooperative efforts being undertaken by British Council, USIS, and The Asia Foundation. It may also undertake activities of its own such as underwriting the modest costs of an English Language Director for radio or public employees. If it chooses to promote the recruitment of Peace Corps English teachers, and is successful, then a major step toward solution of the larger problem of English competence country-wide would be undertaken.

APPENDIX ONE

Individuals Interviewed

USAID	Colette Chabbott, Abdul Ghafoor, Len Maynard, Don Muncy
USIS	Andy Key, Selim Shahabuddin
The Asia Foundation	Jon Summers, Shahjahan Kebir
British Council	Ann Malamah-Thomas, Razia Sultana Khan,(Director of Courses)
Bangladesh English Language Teachers' Association	Abdus Selim, Secretary General
Institute of Modern Languagess, Dhaka University	Mrs. Arifa Rahman
Jahangirnagar University, English Department	Mrs. Shahin Mahmood
Bangladesh Civil Service Academy	Jagannath De, Director, and Colleagues
YMCA	James P. Mridha, Assistant General Secretary (Language Courses)
Chittagong University	Abdur Rashid, Registrar Q.M. Billah, Chairman, and Shirin Haq of English Department

APPENDIX TWO

Written Resources

Bangladesh English Language Teachers' Association (BELTA) Journal, Vol. I: Nos. 1, 2, and 3

Report by James Ward, ETO, to PAO, USIS, 4/18/86: Recommendations for USIS regarding English Language Programming in Bangladesh

Report by Carla Grissman to the Representative, The Asia Foundation, 10/31/82: Possible English Language Programming in Bangladesh

English Language Training Assessment: Final Report, prepared by Academy for Educational Development. January 1987.

English Language as a Development Resource, prepared by Creative Associates International, Inc. September 11, 1987.

Curricular Materials

English for Today, Book 7 for Classes IX-X, Book 8 for Classes XI-XII, prepared by National Curriculum and Textbook Board, Dhaka. (1983-1986)

Higher Secondary English Selections for the Young, for HSC Class, published by Boards of Intermediate and Secondary Education (June 1979)

Lesson Materials used by YMCA.

Syllabus for B.A. (Hons) Course in English, University of Chittagong, Department of English.

REPORT OF PIET CONSULTATION
TO USAID/COSTA RICA

April 4, 1988 - April 23, 1988

Prepared by ELT Specialist Bonnie Mennell

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I. INTRODUCTION

The USAID Mission in Costa Rica requested technical assistance to:

1. conduct an on-site survey and assessment of the Mission's ELT program currently being implemented for CAPS participants by two organizations in San José: The Centro Cultural Costarricense-Norteamericano (CCCN), a Binational Center; and Centro Linguistico Conversa (CONVERSA), a private firm;
2. offer recommendations on how the ELT program could be strengthened;
3. provide direct technical assistance to both ELT organizations through program development and teacher training sessions.

To accomplish this the ELT specialist:

- reviewed relevant studies and documents on AID/ELT programs and ELT in Costa Rica (See Appendix A);
- met with AID/Costa Rica Training Staff;
- worked directly with each ELT organization which included: meetings with directors, coordinators, teachers; program development sessions; teacher training sessions; observations of classes, program activities (See Appendix B for daily schedule).

II. BACKGROUND

In mid 1985, USAID/Costa Rica initiated the Central American Peace Scholarship (CAPS) Program for Costa Rica. The CAPS Program is a regional scholarship project created as the result of the Kissinger Commission's recommendations to train greater numbers of Central Americans in the United States. In Costa Rica, the CAPS Program is divided into three categories: short-term (technical training), intermediate (high school), and long-term (undergraduate and graduate).

One of the prime objectives of the CAPS project is to expand opportunities for study in the U.S. to socially and economically disadvantaged individuals. Thus, knowledge of the English language is not

a factor of selection for any of the CAPS programs in Costa Rica. English language training, therefore, forms part of the scholarship of each participant.

USAID/Costa Rica began contracting the Centro Cultural in 1985 and CONVERSA in 1987 to provide the needed ELT for CAPS participants. The intent of the ELT has been to provide survival English training and cross-cultural orientation for high school groups, survival to intermediate level English and cross-cultural orientation in Costa Rica followed by intensive English and academic preparation in the U.S. for long-term groups. The following chart outlines what has been the structure and purposes of the programs.

TYPE OF USAID PARTICIPANT	TYPE OF EFL/CO IN-COUNTRY TRAINING	PURPOSE OF ELT PROGRAM
Short-Term (Assuming any U.S. technical training will be provided in Spanish or with interpretation).	2 weeks survival EFL and CO Program (No AID minimum call forward scores needed to proceed to U.S. training).	- to foster self-confidence - to facilitate the development of positive attitudes towards language training and future English. - to aid cultural comprehension and evoke positive attitudes toward the new culture. - to enable initial limited interaction in English.
Intermediate (High School)	8 week survival up to low intermediate level EFL and CO Program (No AID minimum call forward scores needed to proceed to U.S. Program).	All of short-term purposes plus: - to enable participants to achieve high beginning to low intermediate English skills. - to enable successful entry into the U.S. high school context.
Long-Term (Undergraduate)	A) 14 week survival up to intermediate level EFL to CO Program plus training in academic study skills and orientation to American University life. (No AID minimum call forward scores needed to proceed to U.S. ELI). B) EFL and academic preparation at the ELI of the U.S. university to be attended or at ALI/GU. Length of time determined by language proficiency. (Training provided to entrance level of U.S. university or until decision made to send participant to Spanish Language program.)	All of short-term purposes plus: - to enable participant to achieve intermediate level language skills. - to prepare participants to successfully enter U.S. university life. to familiarize participants with American life and improve their English language and study skills before they begin formal university study. - to enable participant to achieve needed TOEFL (or other English Language Test) score for entrance to university.

EFL - English as a Foreign Language
CO - Cultural Orientation
ELT - English Language Training
ELI - English Language Institute

Chart adapted from CAL Report Cited in Appendix A

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Doing all ELT and CO in-country up to the intermediate level has allowed USAID/CR to:

- control costs. It is cheaper to do ELT/CO in-country;
- more closely monitor and support participants' progress in ELT/CO. The majority of the participants enter with a low level of English ability and come from more rural, less advantaged backgrounds;
- foster on-going relationships between AID and the participant, North Americans in Costa Rica (the teachers and homestay families) and the participant, the CAPS training group and the participant.

Although the Mission has been pleased with the quality of ELT done so far, they do not have in-house ELT expertise and so welcomed the opportunity to have an on-site survey and assessment to help identify ways the program could be strengthened in the future given the projected high number of ELT participants for the next three years. This is the first ELT technical assistance received by the Mission. (See Appendix C for an overall assessment of Costa Rica's pre-departure orientation and training for CAPS from the Aguirre Foundation Report.)

III. ISSUES

During the consultant's first meeting with Tom McKee, he requested that the following questions/issues be examined and that specific recommendations be provided:

1. Is there a basis for the issue raised and the recommendation made in the Aguirre Foundation Draft Report on CAPS Costa Rica, pages 4-5.

Issue

"While in-country training institutions are doing a good job at articulating an English as a Second Language Program (ESL), the majority of instructional staff are not trained ESL teachers, but learn the curriculum by staying ahead of the trainees. Better recruitment of ESL teachers is needed."

Recommendation

"CAPS management should request/require that the in-country training institutions providing English language training recruit trained English as a Second Language (ESL) teachers."

2. Is there a rationale for program length? Should short-term programs be two or three weeks? Should long-term programs be fourteen or twenty weeks?

3. How much does AID interfere with the ELT in order to accomplish its own programming needs with participants? How can this best be coordinated?

4. What English level can we realistically expect people to get to?

5. What can be done to identify people who are not going to learn English? When do we decide a person is not going to make it in English and program them for Spanish language training? How do we decide who needs ELT here and whom we should just send to ALI/GU or the ELT at the university where they will be doing their academic studies?

6. Would the El Inglés Práctico basic self-study English course for Spanish speaking people be effective as a follow-up program for CAPS participants? (See Appendix D.) What would be other effective ELT follow-up programs for CAPS participants?

7. What type of oral proficiency testing can be done for the intermediate high school groups when they return from their U.S. stay?

8. What problems, if any does the Indefinite Quantity Contract system create for the ELT organizations?

These questions will be considered after the following overall assessment of each of the institutions currently doing AID/CR ELT and CO.

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IV. CRITERIA FOR EVALUATION

In reviewing the two organizations (CCCN and CONVERSA) three sets of criteria included in Appendix E were used. These sets of criteria are included as resources for future assessment/program development work for AID/CR. Each organization will be discussed in terms of how successfully it meets the three sets of criteria, its current strengths and weaknesses, and its potential for future ELT programs. The content of each of these areas was discussed with each program director.

Centro Cultural Costarricense-Norteamericano

The AID short-, intermediate-, and long-term programs fit well in the Annex which is the CCCN center for more intensive programs requiring more curriculum development and more experienced teachers. The AID programs are directed by Cindy Green who is the Intensive Programs Coordinator for the Annex of the CCCN. Given more than two years of experience with AID programs (six short-term, one intermediate high school, four long-term), the CCCN's AID programs reflect a good understanding of the language and culture needs of the participants and the demands such programs make on the institution, the director, the staff, the teachers, and the physical facility. The institution meets all of the criteria outlined on the three resource lists.

The program director is a trained and experienced ELT teacher current in the field. She has 3-1/2 years of experience directing intensive programs. She works well with her staff and teachers and is effective and efficient. The current teaching staff as a whole is well-qualified to teach AID programs. As a staff, they are more qualified in terms of training and years of experience than the regular staff at the CCCN. (See Appendix F for director and teaching staff resumés.) The team teaching structure of the program (pairing new-to-AID-program teachers with experienced AID teachers or teachers with less experience or training) helps to strengthen the overall quality and focus of the teaching. The CCCN has the resources to recruit teachers in the United States and offer them a minimum six-month contract based on their staffing needs in other CCCN programs.

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The CCCN has a well established pre-service and in-service teacher training program. This is complemented by needed pre- and post-AID program orientation, planning and evaluation sessions and weekly teachers' meetings. A thorough staff handbook has been written covering all CCCN Annex programs including AID's. Each teacher receives a copy of this.

Curricula have been developed for the short- and long-term programs in English and Cross-Cultural Orientation. A cross-cultural curriculum was developed for the first intermediate high school group and Side by Side and Spectrum were used as curriculum guides. This will be reviewed before the next high school group. The curricula incorporate work in all needed areas:

- basic language development in all four skill areas including basic survival functions, topics and grammar;
- writing for academic purposes
- reading for academic purposes including a Sustained Silent Reading component;
- grammar reinforcement
- TOEFL preparation
- computer skills
- cultural orientation including cross-cultural learning and the entry process, U.S. university life, the U.S. and Costa Rica.

Curricula are revised and improved by the teaching staff during project work time between programs as well as during the program if needed. Teachers are currently working on an initial handout for participants which will outline the program goals, the program content for each of the three parts of the program and the weekly schedule of classes. This consistent curriculum development clearly allows the program to strengthen itself over time.

Based on participant and AID feedback, the cross-cultural curriculum has been revised to balance its strong skills development focus with more attention to U.S. culture-specific input. More use will be made of audio-visual aids (slides, videos, films) that help create a sense of

reality of the new culture. Kerry Carrillo, the cross-cultural trainer will meet with Mary Helen Bialas to discuss the cross cultural training done as part of AID's orientation activities.

Based on last program's evaluations, the Sustained Silent Reading component will be strengthened by having the reading teacher conduct pre- and post-SSR period activities to help the students see the relevance and usefulness of this work. Students have been and will continue to be given a clear orientation to the goals of this component. Students receive library cards at the CCCN library and weekly trips are made to select books.

The academic reality of the program will also be strengthened by more consistently using the tests, administering quizzes, assigning and following up homework.

Computers were successfully introduced in the last long-term program. In addition to using them for grammar reinforcement and TOEFL preparation, the writing course which begins in the second part of the program requires students to use the computer to write their research paper.

Student texts are carefully selected for maximum benefit. The next long-term program will provide students with the following texts.

Levels 1, 2, 3:

- 2 levels of Expressways (2 tapes)
- Fundamentals of English Grammar by Azar
- a TOEFL Prep book (4 tapes)
- Interactions I Speaking (2 tapes)
- Interactions I --Speaking and Listening (2 tapes)

Level 4:

- Interactions I + III (4 books and 4 tapes)
- Fundamentals of English Grammar by Azar
- a TOEFL Prep book (4 tapes)

Level 5:

- Mosaic I + II Speaking and Listening (2 books, 2 tapes)
- Understanding and Using English Grammar by Azar
- a TOEFL Prep book (4 tapes)

All students will receive a binder for approximately 500 pages of supplementary course materials.

An extensive teacher reference library located in the director's office is available for use by all teachers. Reference/resource books are available in all areas covered in the program. Teachers also have access to all resource materials in the main CCCN building which includes USIA language teaching materials. There is a data base listing of all books and materials in the collection and where they can be found.

The following audio-visual aids are available to all teachers:

- a tape recorder (each teacher is assigned one for the program)
- overhead projector
- film strip projector
- slide projector and screen
- VCR and television
- video camera
- wide variety of flash cards, games, puzzles
- picture file

There is a teacher's room with adequate desk space, filing cabinets for program and personal files, lockers for materials. Teachers have use of computers for developing classroom materials.

There is a good program evaluation system in place which includes:

- written monthly, mid-term, and final evaluations by participants in long-term programs; mid-term and final evaluations in intermediate and short-term programs;

- pre- and post-program evaluation meetings attended by teachers and the program director;
- a final report by the program director which includes strengths and weaknesses of the program, recommendations for the future.

There is also a good system in place for evaluating progress and level of proficiency. Consistent placement testing and pre- and post-proficiency testing is done for long-term programs. The John Test and the ALI/GU are used for initial placement. The ALI/GU is given again at the end of the program and a pre-TOEFL test is given. Cindy Green will see if CCCN can become an institutional TOEFL testing center. For short-term groups a pre- and post-achievement test based on Side by Side is used for placement and to demonstrate achievement. The John Test is also used. Work is currently being done to develop a low level achievement test based on the text and curriculum used for the intermediate high school groups.

In future programs the SLEPT test will be given at the end of the high school program and upon return from the U.S. An oral test will be selected to be administered at these same times as well as at the beginning of the program to clearly document the gains made in oral language ability during the U.S. portion of the program.

Work is being done to modify and improve the progress report form that has been given to the participants and to AID every two weeks. The four language skill areas will be rated on an overall proficiency basis using the NAFSA scale rather than the previous progress-since-the-last-report basis. This rating will be included in the form at the beginning of the program.

The other areas will be rated approximately every three weeks. The rating scale for these areas has been modified to a 5-point range and a written key has been developed to ensure greater accuracy and objectivity in ratings. This form plus memos from the director concerning participants who are experiencing difficulties provide AID with the needed information on participant progress.

The homestay program administered by Giselle Mead, Administrative Assistant, has not succeeded in achieving what was originally planned --a homestay for each participant with a North American family. It has been difficult to find North American families willing to participate. The orientation for families has been improved and includes a home visit by Giselle. As a result, there were fewer problems during the last long-term program. Of the participants choosing the homestay option, four stayed with English-speaking families. One family was North American, one Costa Rican and North American, one a bilingual Costa Rican family, one was British. They will continue their efforts to recruit North American families. On the positive side they feel the homestay has consistently been a positive first step in learning to adjust to a new life style, a new home for all participants including those in Costa Rican homes. Giselle has cooperated by trading family names with John Griffin at CONVERSA who is responsible for that program's homestay placements.

The Annex is an adequate physical facility. It has good classrooms, a computer room, a pleasant common room with a TV for students to watch during breaks, a kitchen for meal preparation. Its outdoor space is very limited and this has led to students feeling confined over the course of a long day. Note was made of this in the last long-term report and plans have been made to provide for more activities in the main CCN building and planning for more field trips revelant to the program.

Overall, the CCCN's AID programs are well-developed as is their capacity to staff and run the program.

CONVERSA

CONVERSA has conducted six short-term and one long-term program for AID. The school has been teaching Spanish and EFL since 1975. David Kaufman is the director/owner; Steve Hanson is the English Coordinator, and John Griffin is the Cross-Cultural Coordinator. They have clearly demonstrated their ability to conduct effective short-term AID programs. Students feel as prepared as possible (in two weeks) for their trip to the U.S.; they have formed a good group identity; they have gotten to know the staff and teachers on a personal basis; they feel a connection to the school.

The AID programs are conducted in an ideal physical setting --the finca "El Pedregal" in Santa Ana. There are adequate classrooms, good dining facilities and good recreational facilities all in a beautiful country setting that allows plenty of space for relaxation and individual study. Students eat two meals together with teachers at the school, a morning break "breakfast" at 10:30 and a 1:00 lunch Because students and teachers are together for the entire day (in class, at meals, on breaks) and the teachers are on the whole young, students and teachers become quite close and the group forms a definite group identity. Classes are quite small, an upper limit of six, which allows for maximum individual attention. Teachers feel this close contact plays a significant part in the cross-cultural aspect of the program. Students interact on a daily basis outside the classroom (as well as inside) with North American and English teachers. Teachers are highly motivated, enthusiastic, and clearly committed to providing the best possible experience for the students.

Participant evaluations on their first long-term AID program, however, highlighted areas in need of strengthening in order for CONVERSA to continue to successfully conduct such intensive programs preparing undergraduate and graduate students for academic study in the U.S. The two areas most in need of strengthening are program goals/curriculum and teacher training/support. CONVERSA is not able to meet the criteria on the rousource lists in these areas.

A written long-term program curriculum, with clear goals, that addresses all the relevant content areas is needed to provide clear guidance to teachers in planning their classes. Without a curriculum the program lacks coherence and direction and the teachers cannot use their time effectively. Spectrum was the curriculum guide used in the last program. This is not a sufficient guide for 25+ hours of classroom instruction for 14 weeks. While it may be used successfully for general language development, it must be augmented by and used in conjunction with cirriculum guidelines for work on the diverse areas (reading skills, writing skills, grammar, TOEFL preparation, library and study skills) needed for academic preparation. This curriculum must then be translated into clear weekly and daily schedules known to both teachers and students. Work on this is now in progress in preparation for the upcoming long-term program.

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Considerable work was done during the first long-term program on the development of the curriculum for the cross-cultural portion of the program. John Griffin, the cross-cultural coordinator, is currently working to clarify the goals of this curriculum and to increase the cross-cultural skills aspect of the training to balance the strong knowledge-of-the-culture aspect. Effective use of relevant audio-visual materials to provide a reality factor for participants is also being examined in preparation for the next program. Teacher participation in planning and executing some of the cultural sessions has enriched this training. John will meet with Mary Helen Bialas to discuss the cross-cultural training done as part of AID's orientations.

In the short-term programs CONVERSA used a text/curriculum guide that they developed especially for such programs: Survival English Program Assignment Notebook (SEPAN). It covers basic survival language and basic grammar structures. This has provided the needed direction for short-term programs.

In the upcoming long-term program, students will be provided with the following texts:

- 3 levels of Spectrum (tapes used by teacher in class);
- Essential Idioms in English
- University of Chicago Dictionaries
- Regents Workbooks
- One of the following reading texts depending on level --Modern Short Stories, Easy Reading Selections, Everyday Dialogues.

The curriculum development work needs to be complemented by clear provision for teacher training and support. The following are needed:

- pre-program planning meetings and work sessions to orient new teachers, prepare materials, up-date curriculum;
- teachers' meetings on a weekly basis to discuss how the program is going and allow for needed regular communication between director, coordinators, and teachers;
- post-program evaluation sessions where the program is reviewed and areas for development are identified;

- a pre- and in-service teacher training plan that provides for continued professional growth of the teachers. This should include regular teacher observation;
- a teacher resource room which provides, (1) space for teachers to plan and keep their teaching materials, (2) audio-visual materials for class use, and (3) teacher reference books to be used in planning.

The director and the coordinators need to up-date their training and knowledge of the field in order to take the lead in developing the curriculum and the needed teacher training/support system. (Neither coordinator has had formal training in teaching English as a Foreign Language.) With these systems in place, the teaching staff, as a whole, has sufficient training and experience to deliver a good program. (See Appendix G for staff and teachers' background.)

CONVERSA is reviewing the length of time a teacher works with a class. In the last long-term program teachers changed classes every two weeks. While this gives the students an opportunity to work with each teacher, it can lead to incoherence, redundancy and lost time especially in the absence of a clearly articulated curriculum. Many possible models for structuring the teaching day and teacher assignments over the course of a program were generated and discussed by staff and teachers. Steven Hanson is working with the teachers on this issue in relationship to overall cirriculum development.

Currently a final written program evaluation is completed by all participants --short- and long-term. This evaluation system should be expanded to include monthly and mid-program evaluations for long-term programs to allow staff and teachers to respond effectively to participants' perceptions of and experiences in the program.

CONVERSA will also review its participant progress report form and see that a language proficiency rating is included.

Final program reports to AID should be candid assessments of program strengths and weaknesses with recommendations for ways the program will be

strengthened in the future. Reports should reflect participants' written evaluations of the ELT given both to CONVERSA and to AID. All pre- and post-program test scores, including ALI/GU and TOEFL, should be included.

Arrangements need to be made for long-term program participants to take the TOEFL. This should be discussed with the CCCN.

CONVERSA was able to place 90% of its homestay participants with North American families for half of the last long-term program. They were able to do this by having participants change families at the mid-point of the program. This component is coordinated by John Griffin who locates and orients the families. Each teacher is then assigned three or four families to maintain contact with, to see that things go smoothly. This component could be further strengthened by using the homestay experience as the basis for discussions of cultural differences, the adjustment process and the challenges of entering a new environment.

CONVERSA responded very positively to the ELT specialist's program development work with them and is working very hard on the areas in need of strengthening. The next long-term program needs to be monitored carefully to determine if CONVERSA has the institutional capacity to deliver long-term programs of the same quality as its short-term programs.

V. ISSUES/RECOMMENDATIONS

Returning now to the eight (8) questions/issues outlined earlier:

1. IS THERE A BASIS FOR THE ISSUE RAISED AND THE RECOMMENDATION MADE IN THE AGUIRRE FOUNDATION DRAFT REPORT?

"While in-country training institutions are doing a good job at articulating an English as a Second Language Program (ESL), the majority of instructional staff are not trained ESL teachers, but learn the curriculum by staying ahead of the Trainees. Better recruitment of ESL teachers is needed."

While it is true that not all of the teachers in either ELT institution are trained ESL teachers, each staff as a whole:

(1) is more qualified than the average staff at such institutions;
(2) is capable of delivering a quality program when curriculum guidelines and teacher training/support services are in place;
(3) represents the highest level of experience and training one could expect to find in a staff for such unpredictable, periodic, in-country programs with low salaries, by U.S. standards.

Recommendations

1. USAID/CR should request/require that the in-country training institutions have well-developed curriculum guidelines and an up-to-date teacher training/support program.
2. USAID/CR should attempt to provide as steady a flow of programs to ELT institutions as possible. This allows the institution to recruit and, most importantly, retain a more trained and experienced staff. Both ELT institutions have facilitated as much as possible full-time employment for AID program teachers by giving them some employment in their regular programs.

2. IS THERE A RATIONALE FOR PROGRAM LENGTH? SHOULD SHORT-TERM PROGRAMS BE TWO OR THREE WEEKS? SHOULD LONG-TERM PROGRAMS BE 14 OR 20 WEEKS?

3. WHAT ENGLISH LEVEL CAN WE REALISTICALLY EXPECT PEOPLE TO GET TO?

Questions 2 and 3 need to be considered together. Given:
(1) that it takes the average individual entering an intensive program with little or no English a year to achieve mastery of the language (550 on the TOEFL);
(2) the current and future potential of the current ELT institutions;
(3) the benefits of in-country ELT programming for CAPS listed on page 5;
(4) existing models for ELT programs focusing on academic preparation.

The following chart outlines recommended/possible program lengths and indicates levels of proficiency that can be expected.

TYPE OF USAID PARTICIPANT	TYPE OF EFL/CO IN-COUNTRY TRINING	PURPOSES OF ELT PROGRAM
Short-term (Assuming any U.S. technical training will be provided in Spanish or with interpretation)	2- and 3-week survival EFL and CO Programs (No AID minimum call forward scores needed to proceed to U.S. program.)	-- to foster self-confidence -- to facilitate the development of positive attitudes towards language training and future English -- to aid cultural comprehension and evoke positive attitudes toward the new culture -- to enable initial limited interaction in English
Intermediate (High School)	8-week survival up to low intermediate EFL and CO Program (No AID minimum call forward scores needed to proceed to U.S. program)	-- all of the short-term purposes plus -- to enable participants to achieve high beginning/low intermediate English skills -- to enable successful entry into the U.S. high school context
Long-term (Undergraduate and Graduate)	(A) 20-week survival up to intermediate level EFL and CO Program plus training in academic study skills and orientation to American University life. At end of 20 weeks participant can proceed to long-term training program (B) if one is available or proceed to long-term training program (C) (No AID minimum call forward scores needed to proceed to training program (C)	All of the short-term purposes plus -- to enable participants to achieve intermediate level language skills. 425 - 475 TOEFL or ALI/GU USAGE 45-80 LIST 60-75 V+R 50-65 (participants with no previous exposure to English in either their work environment or academic studies cannot be expected to reach this target area) -- to prepare participants to successfully enter U.S. University life

	(B) 14-week intermediate up to advanced level EFL and CO Program plus training in academic study skills and orientation to American University life. Minimum entrance requirement for 14-week program: ALI/GU USAGE 65 LIST 70 V+R 60 At end of 14 weeks participant can proceed directly to University if entrance requirements have been met. or proceed to long-term training program (C) (No AID minimum call forward scores needed to proceed to training program (C)	All of short-term purposes plus -- to enable participants to achieve advanced level language skills. 475 - 550 TOEFL or ALI/GU USAGE 80-90 LIST 75-90 V+R 65-90
	(C) EFL and academic preparation at the ELT of the U.S. University to be attended or at ALI/GU. Length of time determined by language proficiency. Training is provided up to entrance level requirements of U.S. university.	-- to familiarize participants with American life and improve their English language and study skills before they begin formal university study. -- to enable participant to achieve needed TOEFL (or other English language proficiency test) score for entrance to university.

No significant claims (measureable by testing) can be made in terms of language gain for adding a third week to the short-term programs. However, this third week can make a noticeable difference in participants' self-confidence in English. The middle week is a solid ELT week with no distractions caused by initial or final orientation sessions, by initial needs when settling in and departing needs in leaving the program. ESL Teacher short-term groups would clearly benefit from three weeks since their U.S. program consists of homestays and work experiences in U.S. schools. They have a clear need for as much English as possible to enrich this experience.

The additional week would also be beneficial for extremely rural, less advantaged groups such as last year's Guayabo's group. This would give them time to more fully adjust to and benefit from the transition to San Jose and the ELT program before being sent to the U.S. where another adjustment is required.

The three options (A, B, C) for long-term programs create a flexible ELT programming package that allows for clear initial placement of participants and up to 34 weeks of in-country ELT (if options A & B are both used). This would reduce the number of weeks of U.S. ELT training needed.

Clear, consistent reporting and compilation of ALI/GU and TOEFL scores for future long-term programs will allow (1) AID/CR and each ELT organization to predict average student gains and (2) provide needed data for future adjustments in the number of weeks of ELT needed for individuals at beginning and intermediate levels. Consistent reporting and compilation of the length of ELT needed at ELI's or ALI/GU in the U.S. would also be beneficial in adjusting these time periods and determining expected levels of proficiency at the end of each. Review of the last two long-term programs and careful monitoring of the two upcoming long-term programs will provide invaluable data. Instituting a sequence of program option (A) followed by program option (B) (with a week's break) would require new contractual arrangements with the ELT organizations and needed lead time in preparing for such a sequence.

The 20-week program is being initiated with the two upcoming groups. Each ELT organization will run this program for beginning level participants. At the same time CCCN will run a 14-week program for intermediate participants.

Recommendations

1. AID/CR should carefully monitor program quality and participant progress in the upcoming 14 and 20-week programs at both ELT organizations. The results of this monitoring can be reviewed along with past long-term program information and be used as a basis for determining:

   - if 14 and 20 weeks are the most effective time periods;
   - the abilities of the two ELT organizations to deliver a quality 20-week program.
   - the ability of the CCCN to deliver a quality 14-week program at the more advanced level.

2. Technical assistance should be requested to assist in this monitoring.

3. AID/CR should also carefully monitor any 3-week programs to determine what added benefits result from the additional week. ELT program directors should be asked to address this specifically in their final reports to AID/CR.

4. **WHAT CAN BE DONE TO IDENTIFY PEOPLE WHO ARE NOT GOING TO LEARN ENGLISH? WHEN DO WE DECIDE A PERSON IS NOT GOING TO MAKE IT IN ENGLISH AND PROGRAM THEM FOR SPANISH LANGUAGE TRAINING? HOW DO WE DECIDE WHO NEEDS ELT HERE AND WHO WE SHOULD JUST SEND TO ALI/GU OR THE ELI AT THE UNIVERSITY WHERE THEY WILL BE DOING THEIR ACADEMIC STUDIES?**

This series of questions reflects the Mission's concern that all participants be given the greatest possible opportunity to improve their language skills and receive their training in English. Sending a participant to Puerto Rico or a Spanish language program in New Mexico does not allow CAPS program goals to be as effectively realized.

The progress report forms used by both ELT organizations (with the addition of the proficiency rating) provide clear assessment of the participants' progress, learning ability and language level. ELT program directors notify AID/CR of any participants experiencing unusual difficulty in the program. Twenty weeks is certainly sufficient time to determine a participant's progress in learning the language. The chart outlining program options with targeted scores at the end of each should also be useful in determining this.

The fact remains that AID/CR, when it is necessary, must decide to program a participant for Spanish language training.

Recommendation

USAID/Costa Rica should clearly present the Spanish language training programming option at the beginning of training so participants clearly understand it. USAID/Costa Rica staff must hold this as a positive option, not as a mark of failure. Language learning can be extremely difficult for some individuals for a great variety of reasons. CAPS participants are identified by the ELT organization as having difficulty making progress, clearly discuss this option with them as soon as possible so they have time to respond to it in their work in the program.

5. HOW MUCH DOES AID INTERFERE WITH THE ELT IN ORDER TO ACCOMPLISH ITS OWN PROGRAMMING NEEDS WITH THE PARTICIPANTS? HOW CAN THIS BEST BE COORDINATED?

Both ELT organizations feel that the programming of orientation has improved over time and that there are no problems with it at this point in time. They realize there will always be unanticipated interruptions but feel USAID/Costa Rica is very good at notifying them when this is necessary. Both feel positive about the Mission's decision to initiate a scheduled one-hour meeting every two weeks (in long-term programs) between a USAID/Costa Rica staff person and participants to take care of the usual questions and concerns that

arise. Lengthening some short-term programs to three weeks will lessen the effects of the usual number of unexpected interruptions.

6. WOULD THE EL INGLÉS PRÁCTICO BASIC SELF-STUDY COURSE FOR SPANISH SPEAKING PEOPLE BE USEFUL AS A FOLLOW-UP PROGRAM FOR CAPS PARTICIPANTS? WHAT WOULD BE OTHER EFFECTIVE ELT FOLLOW-UP PROGRAMS FOR CAPS PARTICIPANTS?

The self-study tapes might be useful for initial pre-ELT program study while participants are waiting to begin the program. They would not be particularly effective as a follow-up. They lack the dynamism the participants have experienced as part of an intensive ELT program and as a trainee in the U.S. involved in actual language use. They could be given to participants recommended but not selected for training.

Two more effective follow-up ideas generated during discussions with AID are:

1. Pay a portion of the tuition for EFL classes for those who wish to continue studying.
2. Sponsor a USAID Costa Rica follow-up seminar at the BNC for groups such as the EFL teachers. This could correspond with the National Teachers conference which is held annually at the BNC.

Currently, there is a returned CAPS high school participant working at the BNC as a work-study student. This is a valuable follow-up program for motivated students.

7. WHAT TYPE OF ORAL PROFICIENCY TESTING CAN BE DONE FOR THE INTERMEDIATE HIGH SCHOOL GROUPS WHEN THEY RETURN FROM THEIR U.S. STAY?

As mentioned in the section on the CCCN, they will select an oral test before the next high school program to be given at the beginning and end of the program and when the participants return from the U.S. AID will need to contract them for this testing and make arrangements for the logistics involved in administering such a test.

8. WHAT PROBLEMS, IF ANY DOES THE INDEFINITE QUANTITY CONTRACT SYSTEMS CREATE FOR THE ELT ORGANIZATIONS?

As has already been mentioned, the unpredictable, periodic nature of this arrangement makes it difficult for the ELT organizations to secure and retain experienced staff. Both organizations have worked very well with this given.

This arrangement and the voucher system makes it hard for a small private organization like CONVERSA to meet its financial obligations. This is also a given CONVERSA understands and works with.

Recommendation

AID/Costa Rica should continue to try to fix program dates as quickly as possible and see that all paperwork is initiated as soon as possible.

VI. CONCLUSION/RECOMMENDATIONS

The CAPS program in Costa Rica is very well organized at this point in time. This technical assistance was timely in that it provided for a needed assessment and strengthening of the existing ELT programs and a look towards future ELT programming possibilities. The final two recommendations concern the communications channels between AID and the ELT organizations.

Recommendations

1. AID should maintain the good communications on logistical issues commented on by both ELT organizations. More attention, however, needs to be placed on conveying fully the program evaluation comments made by participants at USAID evaluation sessions at the end of programs. Each ELT organization should receive all written and oral evaluation comments regarding its program before the final program report to USAID is written. Preferably this would be in written form. (This was just done very effectively for the short-term Red Cross group.) A summary often leaves

out information valuable to a program director and the teaching staff. Ideally the ELT organizations would also like to receive any evaluation comments made at other points in the participants' training.

2. USAID should request that all final program reports include:

- program content curriculum
- program strengths and weaknesses
- intended response to identified weaknesses
- progress/scores of students on ALI/GU and TOEFL
- assessment of communications and logistical arrangements with USAID during the program.

These two recommendations will help both USAID/Costa Rica and the two ELT organizations to continue doing a quality job.

APPENDICES

APPENDIX A

REPORTS REVIEWED

1. "English Language Assessment in Central America" by Crandall, Miller, Spohnholz, Wederspahn - December, 1985. Report prepared by the Center for Applied Linguistics.

2. Chapter II -"English Language Training and Testing" from AID Participant Training Handbook.

3. "An Evaluation of the Central American Peace Scholarship Program in Costa Rica" --Aguirre International--Draft Version.

4. "Report of ALI/GU Consultation to USAID/Dominican Republic --January 27, 1985-- February 13, 1985" by Suzanne M. Peppin.

5. "Technical Assistance Report, September 28 - October 3, 1986, USAID/Dominican Republic Intensive English Program" by Suzanne Peppin.

APPENDIX B

SCHEDULE

April 3 - April 23, 1988

Bonnie L. Mennell

Sunday, 3 April

Arrival San Jose

Monday, 4 April

AM - Meeting with Tom McKee, Director of Human Development Resources; Vicky Ramirez, Coordinator of Orientation and Evaluations; Ines de Rodriguez, and Patricia Monge to discuss the Mission's needs, and confirm the scope of work.

PM - Meeting with Carolina Ryffel, Academic Director of the Central Cultural Costarricense-Norteamericano (CCCN) and Cindy Green, to discuss the BNC's AID programs and set the schedule for the week.

Tuesday, 5 April

AM - Program Development Work Session with AID program teachers -- Long-term Program Curriculum.

PM - Teacher Training Session -- AID Program Teachers -- Student-Centered Teaching.

Wednesday, 6 April

AM - Program Development Work Session -- AID Program Teachers -- Short-term Curriculum.

PM - Program Development Work Session -- AID Program Teachers -- Assessment and Progress Reports.

Thursday, 7 April

AM - Teacher Training Sessions -- AID Program Teachers -- Challenges and Rewards of Teaching in a Long-term AID Program and Team Teaching and Team Building.

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PM - Program Development Work Session -- Kerry Carrillo, Cross Cultural Training -- Cross-Cultural Training Course Curriculum.

Friday, 8 April

AM - Meeting with Chris Ward, Director of the CCCN and Caroline Ryffel. General discussion of CCCN and its AID Programs, Tour of facility.

LUNCH

& PM - Meeting with Vicky Ramirez and Mary Helen Bialas. Discussion of AID Participants' feedback on ELT Programs.

Saturday, 9 April

PM Meeting with Cindy Green --Review of week at CCCN and preliminary assessment.

Sunday, 10 April

FREE

Monday, 11 April

AM - Meeting with David Kaufman, Director of Centro Linguistico Conversa (CONVERSA); John Griffin, Cross-Cultural Coordinator; Steve Hanson, English Coordinator to discuss CONVERSA's AID programs and set the schedule for the week. Tour of the Santa Ana location, the farm El Pedregal. Short-term Rural Red Cross Group ELT in session.

PM - Meeting with AID program teachers to discuss AID program teaching and set topics for Program Development Work Sessions and Teacher Training Sessions.

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Tuesday, 12 April

AM - Moved into homestay family in Santa Ana for the week. Program Development Work Session --John Griffin-- Cross-Cultural Curriculum.

PM - Program Development Work Session --AID Program Teachers-- Program Goals.

Observation of Cross-Cultural Exercise "The Lampshow".

Wednesday, 13 April

AM - Program Development Work Session -- Steve Hanson -- EFL Curriculum.

Observation of and demonstration teaching in Stephanie Lloyd's class.

PM - Program Development Work Session -- AID Program Teachers - Content Areas and Scheduling of ELT curriculum.

Thursday, 14 April

AM - Observation of and demonstration teaching in Colleen Schmidt Higgins' class.

PM - Observation of final oral testing, program evaluation, closing ceremonies.

Friday, 15 April

AM - Teacher Training Session --AID Program Teachers and Coordinators --Dynamics of Communicative and Student-Centered Language Teaching: Theory, Demonstration lessons, Techniques.

LUNCH - David Kaufman; Cathy Brown, Prentice Hall/Regents; Carol Brown, INCAE.

APPENDIX B

PM - Continuation of AM and Daily Lesson Planning.

Meeting with David Kaufman, John Griffin, Steve Hanson - Review of week at CONVERSA and preliminary assessment.

Saturday, 16 April

AM - Work on Draft Report.

PM - Work on Draft Report.

Sunday, 17 April

FREE

Monday, 18 April

AM - Meeting with Tom McKee, Vicky de Ramirez, Ines de Rodriguez to discuss assessment and work done.

PM - Work on Draft Report.

Tuesday, 19 April

AM - Work on Draft Report.

PM - Program Development Work Session --Kerry Carrillo-- Cross-Cultural Training Course Curriculum.

Wednesday, 20 April

AM - Meeting with Caroline Ryffle and Cindy Green to discuss draft report.

PM - Meeting with David Kaufman, John Griffin, Steve Hanson to discuss draft report.

APPENDIX B

Thursday, 21 April

AM - Final Program Development Work Session --Director, Coordinators, AID/Program Teachers at CONVERSA-- EFL and Cross-Cultural Curriculums, Scheduling, Team Teaching.

PM - Final Program Development Work Session --Cindy Green and AID Program Teachers at CCCN--EFL and Cross-Cultural Curricula; Progress/Proficiency Report Form; Program Goals, Overviews and Syllabi for Participants.

Friday, 22 April

AM - Final meeting with Tom McKee, Vicky de Ramirez, Ines de Rodriguez, Caroline Ryffle, and Cindy Green on current assessment and future direction of AID programs at CCCN.

Final meeting with Tom McKee, Vicky de Ramirez, Ines de Rodriguez, and David Kaufman on current assessment and future direction of AID programs at CONVERSA.

PM - Work on Draft Report.

Saturday, 23 April

AM - Finish Draft Report.

PM - Finish Draft Report.

TRAINING

CAPS Training may occur prior to departure to the U.S. and/or training in the U.S. Without question in comparison to other Missions, the CAPS program in Costa Rica excels with respect to pre-departure orientation and training. It is larger and more comprehensive in content. The average length of this orientation increased in FY 1987. The proportion of Trainees receiving pre-departure training (English language, cross-cultural and other skills) has increased annually: 14% in FY 1985; 47% in FY 1986 and 96% in FY 1987. The average length of this training is 5 weeks in FY 1987. CAPS Managers also initiated homestays in Costa Rica with U.S. families prior to sending Trainees to the U.S...The Mission's objective is that all Trainees should be able to receive substantive in-country pre-departure training, especially in English language and orientation to U.S. Culture.

Trainees feel prepared for their training. When interviewed at end of training prior to their return to Costa Rica, Trainees were virtually unanimous in their views that the pre-departure English language training (93%) orientation to U.S. life and culture (92%) and program information (91%) ranged from somewhat useful to extremely useful. Approximately two-thirds of the Costa Rican respondents felt that they were either very prepared (24%) or prepared (65%) for their trip to and training in the United States. (Figure 3.15) Only a slight percentage felt unprepared (10%), or very unprepared (1.0%) to undertake the CAPS training. These figures suggest that in-country managers successfully prepare Costa Rican Trainees to undertake the CAPS training.

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- 2 cassettes hablados y un texto completamente ilustrado que los acompaña, tanto en inglés como en español, que vienen en un album resistente de vinilo.
- 20 lecciones de instrucción del inglés básico con énfasis en palabras y frases útiles en la conversación.
- aproximadamente 2 horas de diálogos grabados, ejercicios de repetición, y conversaciones que ofrecen instrucción en la pronunciación, y conversaciones que ofrecen instrucción en la pronunciación correcta, la estructura de las frases y el enriquecimiento del vocabulario.
- personsas nativas de los Estados Unidos que hablan inglés.
- una sección completa y concisa de gramática.
- disponsible a un costo bajo.

Nota para los Profesores

El Inglés Práctico se puede usar en la clase para demostrar los sonidos auténticos del inglés norteamericano. Servirá como complemento excelente para la instrucción dada en clase.

A basic self-study English course for Spanish speaking people.

ES

EL INGLES PRACTICO ©℗ 1981
Educational Services, Washington, D.C.
Editors desde 1948

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3. Standard requirements for an effective ELT program include:

a. A minimum of 25 hours per week of instruction.

b. A class size between 5 and 14 students.

c. Qualified and experienced teachers of English as a Second Language.

d. A set of curriculum guidelines and performance objectives.

e. Appropriate and varied class materials; and

f. An ongoing system for evaluating progress and level of proficiency.

ELT Program Assessment Criteria

Language learning theories and methods have changed dramatically over the past thirty years. In the recent past, language classes emphasized direct teaching of grammar or, more recently, repetitive drill and practice by memorization of dialogues. Today, the focus of adult language teaching is on more communicative techniques and the ability to effectively use the language in both written and oral expression.

According to recent theory, adults learn a second language in much the same manner that they learned their first language; through a natural process of acquisition. Second language acquisition occurs in an environment that closely resembles the way a child learns a first language; through sufficient exposure to the language in a meaningful and comprehensible situation so that language can be understood and acquired. Since adults have also developed cognitive skills they did not have when they acquired their first language, these skills become an additional asset in second language acquisition.

The role of the language classroom, then, is to provide opportunities for students to engage in meaningful activities which encourage language acquisition in a highly structured program aimed at the accomplishment of specific, well-defined objectives. Second language acquisition occurs if language teachers create a supportive environment in which language is used in meaningful interaction and exchanges, not in mere rote drill and practice nor in grammar translation exercises. The assumption is that acquisition occurs when language is used for meaningful communication about topics which are interesting and relevant to the students.

The team originally planned to evaluate English language programs according to how well the program philosophy was articulated and reflected in the methodology used, appropriateness of course content and instructional goals, and other criteria reflecting program quality and professionalism.

However, after reviewing several programs, it became evident that more basic guidelines had to be developed to reflect the programs in place in the region. Almost none of the programs, for example, had an articulated curriculum or program design. The textbook, where provided, supplied the only curriculum outline.

Consequently, the following criteria served as the basis for the assessment of English language programs. A chart which gives a comparative assessment of English language training programs according to these criteria is included in each country report.

ADMINISTRATION — The program is managed effectively by someone who works well with people.

ELT QUALIFIED DIRECTOR	The program director has training in ELT (for example, courses in English language teaching, applied linguistics, language testing, etc.) or there is someone on the staff with training and experience in the field.
FACILITIES	There are a sufficient number of adequate classrooms to allow for flexibility and provision of group meetings. Appropriate equipment such as blackboards, cassette recorders, etc., is available and there are resource centers for teachers and students.
TEACHER PROFESSIONALISM	
PREPARATION	Teachers have adequate ELT preparation and an opportunity to continue professional growth through in-service training.
PERFORMANCE	Teachers demonstrate appropriate performance through attendance, motivation and dress.
ENGLISH PROFICIENCY OF TEACHERS	Teachers have an adequate command of English to teach and model the language.
EFFECTIVENESS OF INSTRUCTION	Students learn in the classroom through talk, participation and interaction. The class is frequently student-centered, characterized by group and pair work. Language is used for communication.

CRITERIA FOR EVALUATION OF ELT PROGRAMS

Within the field of English as a Foreign Language, there is basic agreement on a set of minimal standards which successful teaching programs should meet. The following list is based on criteria selected from previous ALIGU needs assessments and from criteria suggested by the faculty of the School for International Training/Experiment in International Living.

1. CURRICULA: The curricula for an EFL program must meet the training requirements of the participants. Since AID participants are studying English to enter academic or training programs, the curricula must develop students' skills in listening, speaking, reading and writing for academic purposes. Focus mainly on oral communication skills, as in traditional intensive programs, is not sufficient; neither is a focus on only TOEFL preparation because training in academic skills is also needed. In addition, all parts of the program should be integrated and unified by a sound pedagogical rationale.

2. CLASS GROUPINGS. Classes should be fairly homogenous as regards English proficiency levels. This is best accomplished by entrance testing and placement into classes at four levels: beginning, low-intermediate, intermediate and advanced.

3. CLASS SIZE. Class size should be between 5 and 14 students. Much smaller classes prevent the necessary interaction among students and teachers. Larger classes prevent individual attention to the needs of students.

4. INSTRUCTIONAL MATERIALS. Students will require several sets of textbooks as they progress through the various levels of the program. The EFL field offers a variety of good texts focusing on the development of academic skills. Experience is needed in selecting these texts. Ideally, students should own their own texts. A resource room for teachers with a good collection of current texts will help in lesson preparation and in giving students exposure to a variety of materials.

5. INTENSIVE PROGRAM. Except for advanced level students, instruction should be intensive: 4-5 hours per day, 5 days a week.

6. SCHEDULING FLEXIBILITY. Since students progress at different rates, it is useful to be able periodically to re-group students into new sections based on their current proficiency and learning needs.

7. YEAR-ROUND TRAINING. Classes should be offered year-round to guarantee continuity of instruction.

8. FACULTY. The EFL teachers should be experienced and trained in current EFL methodology. Note that a well-trained host country teacher is usually preferable to an untrained native speaker of English. The program director should also have experience in the TEFL field as well as several years of administrative experience. Staff should also have a good understanding of the field of English for Academic Purposes.

9. CULTURAL ORIENTATION. Cultural orientation should be included in a program that prepares participants for study outside their own country. In addition to general information about life in the U.S., students should receive an orientation to U.S. academic life when appropriate. Also included should be general communication techniques such as appropriate gestures, proxemics, social customs and language conventions.

10. FACILITIES. Although good instruction does not depend on excellent physical facilities, there are certain aspects to consider for good learning environments. Among these are lighting, desks that can be moved about the room and adequate space for instruction. Programs that have facilities such as language labs, libraries and audio-visual equipment should be evaluated on how well these facilities are being used.

11. COST EFFECTIVENESS. Cost effectiveness of an ELT program must be measured both by the length of time needed to prepare a participant for departure and the extent to which overseas training programs are completed successfully without extensions of the training period. Only measuring on how long it takes a student to reach a test score such as TOEFL is not a sufficient indicator of whether the program is successful.

12. FREQUENT EVALUATIONS. Students: Criteria should be established for appropriate entry to and exit from academic ESL programs. Students should be evaluated periodically using appropriate English tests to assess the learning that has occurred. Staff should have experience in interpreting test results.
Program: In addition to student evaluations, the program should also be evaluated both by its own staff and by outside evaluators to determine if goals are being met and to make suggestions for improvement.

(Adapted from Peppin, "Report of ALI/GU Consultation to USAID/Dominican Republic", 1985, and from suggestions by the faculty of the School for International Training)

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CENTRO CULTURAL COSTARRICENSE NORTEAMERICANO
SAN JOSE, COSTA RICA

The following teachers will be working in the USAID Intensive Long-term English and Cross-Cultural training program from May to September, 1988:

	DEGREE UNIVERSITY & DATE	YEARS OF RELEVANT EXPERIENCE	EXPERIENCE AT C.C.C.N.
ENGLISH TEACHERS:			
Susan Cotton	MA TESOL School for Intl Training Degree Pending Thesis	5 years	11 months (All USAID Programs)
Aixa Perez-Prado	MA TESOL Monterey Institute 1986	2 years	11 months (All USAID Programs)
Becky Zweig	MA TESOL Portland State University 1988	2 years	3 months (High School USAID Program)
Sherry Prior	MA, Latin American Studies, University of New Mexico 1977	11 years	4 months
Teresa Saunders	BA, Spanish University of Maryland 1981 21 graduate credits of linguistics, ESL Georgetown & George Washington University	5 years	4 months
Timothy Odegard	BA, Biology Education Certificate St Olaf College 1986	2.5 years	11 months (High School Short-term USAID programs)
CROSS-CULTURAL TRAINER			
Kerry Carrillo	MA Intercultural Administration School for Intl Training Degree pending thesis	4 years	11 months (All USAID Programs)

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SUSAN F. COTTON

VOCATIONAL OBJECTIVE

To make use of my teaching , communication, and cross-cultural skills in English language instruction, using a humanistic, personalized approach with students.

TEACHING EXPERIENCE

Language Teaching Research Center , Seoul, Korea - March through June 1986

Taught three classes daily, intermediate level adults. Focus on conversation, pronunciation and vocabulary, using "student centered learning" techniques modified from Silent Way approach.

Korea Brittanica Corporation, Seoul, Korea - March through June 1986

Taught one class daily to Korean businessmen, at all ability levels. Focus on business English and conversation.

TASIS School, Surrey, England - July and August 1985

Two four week summer school sessions for teen aged students from Europe, Asia and the Middle East. Responsibilities included teaching ESL three hours per day, (intermediate level), organizing and participating in daily sports activities with students, dormitory and special events supervision, studentcounseling,leading group travel on excursions.

Bridge International School, Denver, Colorado - April 1984 to May 1985

Taught all aspects of ESL, (grammar, reading, writing and culture) , to college prep and adult students, from low-intermediate to advanced levels. Assisted in cirruculum design and materials development.

Chambre de Commerce, Fort-de-France, Martinique - January and February 1984

Five week intensive English course. Designed and implemented English course stressing general language skills,(conversation, comprension, vocabulary,grammar, writing) for business school students.

Instituto de Idiomas, Queretaro, Mexico - January to March 1983

Nine week teaching internship. Taught English to University freshmen and sophomores, beginning, intermediate and advanced levels.

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Additional - Volunteer and Substitute with following programs in Colorado:

Y.W.C.A. - tutor to homebound refugee women (Laos, Ethiopia, Korea)

Adult Education Tutorial Program - teacher for classes of refugee and hispanic populations

Colorado Refugee E.S.L. - teacher for ESL classes

Aurora Public Schools - teacher with adult ESL evening classes

Denver Public Schools - teacher for ESL classes in elementary school

EDUCATIONAL BACKGROUND

M.A. in Teaching English as a Second Language, (degree anticipated Fall 1987), School for International Training, Brattleboro, Vermont, 1982- 1983.

B.A. in American Literature, Middlebury College, Middlebury, Vermont, 1978.

Additional Course Work - Spanish School, Middlebury Summer Language Program, Middlebury, Vermont, 1976.

OTHER INTERESTS

Travel - Homestays with families in Martinique, Mexico, Norway , Ireland and Korea.

Languages - Speak, read and write French and Spanish. Basic knowledge of spoken and written Norwegian and Korean.

Sports - Enthusiastic bicyclist, backpacker, skiier and swimmer.

REFERENCES

Available on request.

Aixa Perez-Prado
59 Wellings
Monterey, California 93940
(408) 646-1594

Objective: To teach English as a Second or Foreign Language in an overseas position.

Education:

M.A. in Teaching English to Speakers of Other Languages, Monterey Institute of International Studies, Monterey, California, May 1986

B.A. in English, State University of New York at Buffalo, Buffalo, New York, August 1985

Related Work Experience:

Tutor and Conversation Leader to international students in English as a Second Language, State University of New York at Buffalo, reading, grammar and oral skills, Fall 1983-Spring 1984.

Student Teacher in English as a Second Language, oral skills and reading classes, Monterey Institute of International Studies, Spring 1986.

Teacher of English as a Second Language, content course in Immigration and Ethnicity, Monterey Institute of International Studies, Spring 1986.

Item Writer, CTB/McGraw-Hill, for a standardized language and mathematics achievement test distributed nationwide, specialized in writing grammar, style, and language expression items, Monterey, CA, Summer 1986.

Teacher of English as a Second Language, beginning level class with emphases on conversation, practical English, and oral skills, Salinas Adult School, Salinas, CA, Fall Semester 1986.

Teacher of a bilingual Spanish/English primary class of 30 students, daily ESL instruction, lesson planning, materials development, and curriculum design included. Alisal Elementary School, Salinas, CA, current.

Memberships and Achievements:

—member TESOL
—member CATESOL
—Graduate Cum Laude, B.A., State University of New York at Buffalo, 1985
—Dean's List, Monterey Inst. of Int. Studies, Fall & Spring Semester 1985-86

Languages: Spanish: fluent. German: limited.

BECKY C. ZWEIG

EDUCATION

Master of Arts Candidate in English: TESOL
Portland State University, Portland, Oregon
Degree expected June 1988

Bachelor of Arts Romance Languages
University of Oregon, Eugene, Oregon
1986

Foreign Studies Abroad
University of Guadalajara, Guadalajara, Mexico
Summer 1986

EXPERIENCE

Tutor: English for Non-Native Residents
Portland State University, Portland, Oregon
September 1986 to June 1987
Tutored college students from culturally diverse backgrounds in ESL.

Tutor: H.E.P.
University of Oregon, Eugene, Oregon
March 1985 to June 1986
Provided after school and in-class ESL assistance to Mexican migrant workers in a high school equivalency program.

Tutor: TUT, Campus-Wide Tutorial Program
Portland State University, Portland, Oregon
April 1987 to June 1987
Provided individual peer tutoring to college students in Spanish, French and writing.

Tutor: E.S.C.A.P.E.
University of Oregon, Eugene, Oregon
Provided one-on-one remedial tutoring to students in grades 1-6 in math, reading and handwriting.

ADDITIONAL EXPERIENCE

Self-employed tutor in French and Spanish

ACTIVITIES AND INTERESTS

Communications Officer: National Student Exchange
University of Massachusetts, Amherst, Massachusetts
1983-84
Planned and organized group activities. Designed and marketed promotional materials.

Eugene Youth Symphony violinist

Private piano instruction

References available upon request

CURRICULUM VITAE

NAME: Sherry L. Prior

ADDRESS:

PERSONAL DATA:

Citizenship: U.S.A.
Marital Status: Single

LANGUAGES: English, Spanish
Basic knowledge of Japanese (spoken), Portuguese

EDUCATION: Independent Study, Osaka, Japan, Summer 1984-present. Japanese language, Chinese language, language teaching methodologies.

University of New Mexico, Albuquerque, New Mexico, Summer 1980. TESOL-LSA Joint Summer Institute. Sociology of Bilingual Education, Teaching College Language Skills, Classroom Methodology and Learning.

Escuela Nacional de Estudios Profesionales - Acatlan (E.N.E.P.-Acatlan), branch campus of Universidad Nacional Autonoma de Mexico (U.N.A.M.), 1979-1981. Short seminars and workshop courses for professors: Reading Comprehension Seminar (14 hours, May 1979), Theoretic and Applied Linguistics Seminar (34 hours, October 1979), Learning to Learn Workshop - Brunel University (16 hours, February-March 1980), Lexicology Seminar (8 hours, March 1980), Materials Design Workshop - Lancaster University (30 hours, March 1980), Narrative and Pedagogy Seminar (10 hours, April 1980), Oral and Written Expression in Spanish (16 hours, March-April 1981).

Independent Research, Mexico, D.F., 1977-1978. Teaching methodologies and educational uses of Transactional Analysis.

Masters Degree in Latin American Studies, University of New Mexico, Albuquerque, New Mexico, awarded December 1977.

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Florida Atlantic University, Boca Raton, Florida (West Palm Beach branch), Sept. 1974 - March 1975. Center of Discovery courses for Florida teacher certification, with emphasis on testing and statistical evaluation, and educational psychology.

Palm Beach Junior College, Lake Worth, Florida, September 1972 - December 1972. Course in Developmental Psychology.

Bachelors Degree in Spanish, Stetson University, Deland, Florida, awarded August 1972.

Florida Presbyterian College (now Eckerd College), St. Petersburg, Florida, 1968-1970. Major in Mathematics.

TRAVEL: (RELEVANT)

Japan, June 1984-present. Resident, working and studying.
Mexico, May 1977-May 1984. Resident, working and studying.
Central America (especially Costa Rica), Nov. 1973-August 1974. Traveling and working.
Spain, September 1971-June 1972. University student, Year Abroad Program.

EXPERIENCE:

Senior Instructor of English as a Foreign Language, Nichibei Eigo Gakuin, Umeda Dai-yon Bldg., 23F, Kita-ku, Osaka, Japan. October 1984-present. Teaching English to adults, with emphasis on speaking skills.

Private English Language Tutor, November 1984-present. Courses for beginning and intermediate-level students.

Professor of English as a Foreign Language, with tenure (Profesor de Asignatura 'A' definitivo), E.N.E.P.-Acatlan (branch campus of Universidad Nacional Autonoma de Mexico), Mexico State. November 1978-April 1984. Responsible for course designs and materials design and preparation for Advanced English and Reading Comprehension courses, in addition to regular teaching duties. Participation in the preparation and teaching of teacher training courses and pilot courses for a degree program in Teaching of Foreign Languages.

Private English Language Tutor, November 1977-April 1984. English courses for bilingual (Japanese-Spanish) Japanese nationals.

Teacher of English as a Foreign Language, Instituto de Tecnicos e Investigadores en Linguistica, Culiacan 33, Mexico 11, D.F., January 1978-December 1978. Emphasis on Technical English and speaking skills.

Teacher of English as a Foreign Language, Estudio Dickens, Dickens 42, Mexico 5, D.F., May 1977-October 1978. Emphasis on remedial courses and skills testing.

Research Assistant, Division of Inter-American Affairs, University of New Mexico, Albuquerque, New Mexico. August 1976-May 1977. Responsible for a chapter in a U.S. State Department grant project on U.S. foreign policy in Venezuela.

Teaching Assistant, Division of Inter-American Affairs, University of New Mexico, Albuquerque, New Mexico. Jan. 1976-May 1976. "Latin America Through Films" course.

Assistant Manager of Restaurante La Parcela, Dominical de Osa, Costa Rica. December 1973-August 1974.

Private English Language Tutor, Madrid, Spain. Preparation of student for studies in England. January 1972-June 1972.

REFERENCES:
(UPON REQUEST)

Professor Patricia Andrew, (ex) Director, English Department, Centro de Idiomas Extranjeros (C.I.E.), E.N.E.P.-Acatlan, U.N.A.M., Mexico.

Professor John Shea, English and German Departments, C.I.E., E.N.E.P.-Acatlan, U.N.A.M., Mexico.

Paul Hayes, Senior Instructor, Nichibei Eigo Gakuin, Umeda Dai-yon Bldg. 23F, Kita-ku, Osaka, Japan.

Additional references available upon request.

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TERESA E. SAUNDERS

EDUCATION:

George Washington University, 9 graduate credits in ESL/Bilingual Education

Georgetown University, 12 graduate credits in Linguistics/TESL

University of Maryland, B.A., Spanish Language and Literature, 1981, Phi Beta Kappa Honor Society Member

Peace Corps Training, Suva, Fiji Islands, 1981
Intensive 10-week professional training in mathematics teaching methodology, cross-cultural studies, and the Fijian language.

PROFESSIONAL EXPERIENCE:

REFUGEE EDUCATION AND EMPLOYMENT PROGRAM, Arlington, VA, 1985 - present

Taught beginning and intermediate level, competency-based ESL to adult refugees and immigrants. Administered oral placement tests for incoming students, scheduled classes and arranged transfers. Developed exit level tests using CASAS. Managed the "English Factory," a workplace simulation laboratory for vocational ESL. Involved in a pilot project of ESL for the homebound at a low-income apartment complex in Arlington.

INFORMATION HANDLING SERVICES, Washington, D.C., 1984 - 1987

Assisted in the development of information retrieval system for legal and regulatory documents. Analyzed and indexed case decisions concerning federal employment issues. Edited computer-generated texts and maintained document files in a mainframe computer system.

PEACE CORPS, Fiji Islands, South Pacific, 1981 - 1983

Conducted English and mathematics classes at the secondary school level. Prepared internal tests and examinations. Reviewed four-year curriculum with students in preparation for rigid national examination. Reorganized and expanded the school library. Responsibilities included fund-raising, acquisition and accession of books, establishment of library classes, delegation of duties, and book selection guidance for students.

FEMINIST STUDIES, Inc., College Park, MD, 1979 - 1981

Assisted Business Manager of independent interdisciplinary journal with manuscript submissions, correspondence, promotional mailings, and subscriptions.

AFFILIATIONS:

Member, Washington Area Teachers of English to Speakers of Other Languages
Member, Returned Peace Corps Volunteers of Washington, D.C.
Member, The Folklore Society of Greater Washington

--------TIMOTHY JAMES ODEGARD----------

--------ESL Teaching Experience----------

Centro Cultural Costarricense Norteamericano
San Jose, Costa Rica June 1987-Present
* Teacher in Executive Program and USAID Short Term Programs

Independent School District 279
Osseo, Minnesota January 1987-June 1987
* Adult Education Instructor

Richfield High School
Richfield, Minnesota September 1981-June 1982
* Volunteer Peer Tutor

--------Student Teaching Experience----------

Woodstock International School
Mussoorie, U.P. India August 1986-November 1986
* 8th grade science, 10th grade biology and chemistry

--------Education----------

St. Olaf College 1982-1986
Northfield, Minnesota Graduated May 25, 1986
* B.A. in biology and political science
* licensed to teach secondary life science

University of Minnesota Winter Quarter 1987
Minneapolis, Minnesota Summers 1982, 1984, 1986

University of Oslo International Summer School Summer 1985
Oslo, Norway
* international relations and Norwegian politics

Richfield High School 1979-1982
Richfield, Minnesota Graduated June 6, 1982

--------International Travel----------

Scandinavia, East Germany, West Germany, Mexico, The Bahamas, England, Yugoslavia, Egypt, India, Nepal, and Costa Rica
* working knowledge of Spanish, German, and Norwegian

--------References----------

Available upon request from: Career Services
St. Olaf College
Northfield, Minnesota 55057

 or call (507) 663-3268

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KERRY CARRILLO

INTERCULTURAL EXPERIENCE

Cross-Cultural Trainer, Centro Cultural Costarricense Norteamericano, San Jose, Costa Rica. 6/87-Present. Design, implement and evaluate cross-cultural training programs for Costa Rican AID scholarship recipients in three groups: two-week program for special interest groups; six-eight week program for high school students; and 14-20 week program for undergraduate and graduate students. Total participants trained 6/87-12/87: 255. Additional responsibilities include coordinating special events, teacher training and student/teacher relations. Training conducted in Spanish.

Teacher, Centro Cultural Costarricense Norteamericano, San Jose, Costa Rica. 3/88-4/88. Designed and implemented 8-week curriculum in U.S. culture for advanced level English students. Curriculum was based on the regions of the U.S. and student evaluation included both written and oral use of the English language.

Student Services Coordinator, School for International Training/Experiment in International Living, Brattleboro, VT. 6/86-6/87. Planned, implemented and evaluated residential life program for international campus by selecting, training, supervising and evaluating resident assistant staff; developing policies and procedures; managing budget; designing and implementing training program. Planned, implemented and evaluated student activities program by selecting and supervisinng staff; publicizing events; and coordinating logistics. Developed orientation program and facilitated participation in U.S. cultural patterns, holidays and customs for special program participants from Central America, Pakistan, China and Indonesia.

Resident Assistant, School for International Training/Experiment in International Living, Brattleboro, VT. 8/85-3/86. Counseled students on academic, personal and cultural adjustment issues. Developed positive residential atmosphere through new student orientations, residence hall meetings and community building projects. Assisted in developing and enforcing administrative policies. Responded to medical and fire emergencies.

Trainer, Experiment in International Living, Brattleboro, VT. 1986. Designed, implemented and evaluated series of cross-cultural orientation programs for international student population with limited English ability. Topics included preparation for climate/weather, U.S. cultural patterns/customs, relationships and community interaction. Developed materials and methods.

Trainer, National 4-H Council, Chevy Chase, MD. 1983 and 1984. Implemented series of cross-cultural orientation programs for international exchange participants. Topics included cultural adjustment, culture shock and U.S. cultural patterns.

Departmental Assistant, Off-Campus Studies, Stephens College, Columbia, MO. 1977-1978. Researched study-abroad programs. Counseled students on program suitability to academic and personal needs. Managed office in conjunction with Director.

COMMUNITY SERVICE EXPERIENCE

Administrative Assistant, National 4-H Council, Chevy Chase, MD. 1982-1985. Designed and implemented orienation/training for support/seasonal personnel. Supervised support personnel. Managed personnel procedures, processes and files.

Legislative Correspondent, 5th Congressional District, Colorado, U.S. House of Representatives, Washington, DC. 1979-1981. Conducted legislative research and responded to constituent inquiries on Foreign Affairs. Served as Hispanic and Human Rights liaison. Processed constituent casework. Conducted intern program.

EDUCATION

Master of Intercultural Administration, School for International Training/Experiment in International Living, Brattleboro, VT. Concentration: Intercultural Training and Advising. Candidate 1988.

Bachelor of Arts in Political Science, Stephens College, Columbia, MO. 1978.

Language and Cultural Studies, Universidad Ibero-Americana, Mexico City, Mexico. 1978.

PROFESSIONAL PRESENTATIONS

"Integrating Culture in to the Language Classroom", National Conference of English Teachers, San Jose, Costa Rica. 2/88.

"Re-Entry: Going Home", Central American Peace Scholarship Consultation Program, National 4-H Council, Chevy Chase, MD. 2/88.

"Integrating Culture in to the Language Classroom", In-Service Training, Centro Cultural Costarricense Norteamericano, San Jose, Costa Rica. 9/87.

AWARDS

Best "First-Time" Presentation, National Conference of English Teachers, San Jose, Costa Rica. 1978

Meritorious Service Awared, Experiment in International Living, Brattleboro, VT. 1987

National Image/Coca-Cola Project Cambio Scholarship Award for Hispanic Women, Washington, DC. 1985

Presidential Scholarship, Stephens College, Columbia, MO. 1975-1977

LANGUAGE

Spanish

OVERSEAS LIVING EXPERIENCE

Mexico, Costa Rica

TRAVEL

Austria, Canada, England, Finland, Germany, Soviet Union

CURRICULUM VITAE

CYNTHIA A. GREEN

EDUCATION

M.A. in TESL
School for International Training
Completion of courses, August 1986
Thesis in progress

B.S. in Journalism
University of Florida
June, 1973
magna cum laude

EXPERIENCE

1/87 to present: Full-time coordinator of the Agency for International Development (AID) Contract Programs at the Costa Rican-North American Cultural Center (CCCN) in San Jose, Costa Rica. Write proposals, set up, staff and supervise intensive language and cross cultural training programs to meet contract specifications. Prepare and manage budgets for the various programs as well as supervise a staff of up to thirty.

8/86 - 12/86: Coordinator of the Executive Program and half-time Executive Program teacher, CCCN. Did teacher training and supervised a staff of five. Wrote a teacher handbook for the program and wrote and designed a brochure. Enrollment increased under my supervision.

1985 - 1986: Head of ESL Department, Costa Rica Academy San Jose, Costa Rica. Designed high school ESL curriculum, set up standardized testing and guidelines for mainstreaming, did teacher training and supervised ESL teachers.

David Kaufman -Director

EDUCATION: MS in Linguistics, Georgetown University

Patti Marie Schiesswohl

EDUCATION: B.S. Education of the Nearing Impaired (University of Tennessee)
M.S. Multilingual/Multicultural Education with emphasis in TESL (Florida State University)

EXPERIENCE:

1980-1982	Teaching K-12 Hearing Impaired in South Florida (Palm Beach County)
1984-1986	Taught at the Center for Intensive English Studies at Florida State University
Oct.-Feb. Aug.-Oct.-Dec. 1987; April '88	CONVERSA, San José AID Short-term Programs

Steve Hanson
English Coordinator

EDUCATION: 'O' levels + 'A' Levels in English
3 years completed, French Major in University of Costa Rica

EXPERIENCE/BACKGROUND: (E.S.L.) 6 years of teaching English as a Foreign Language.
3 years of coordinating English Language programs in CONVERSA.
1 year of working as English Language Coordinator on AID - Short-term and Long-term programs. 1 Long-term program, 4/5 Short-term programs.

1982 - 1985:	ESL, journalism and publication design teacher, Costa Rica Academy. Taught high school ESL to Taiwanese, Chinese, Korean and French students at the beginning through advanced levels. Organized the journalism class to design and publish the school's monthly news magazine for three years as well as the yearbook.
1980 - 1982:	ESL teacher, CCCN Taught beginning, intermediate and advanced ESL to adults
1978 - 1979:	English and journalism teacher University of Costa Rica (Centro Regional de Guanacaste) Taught reading comprehension of technical English to first-year students. Also taught journalism as an elective and supervised the monthly publication of the school's first news magazine.
1973 - 1977:	Public Information officer for the Florida State Comptroller, Tallahassee, Florida and graphic artist for Lone Star Enterprises, Miami, Florida.

Fluent in Spanish

References available upon request

John Griffin
Cross-Cultural Coordinator

EDUCATION:	Watchtower Bible School of Gilead (4 years missionary training)
EXPERIENCE/BACKGROUND:	CONVERSA --3 years. Teacher - Assistant Coordinator, private job --2 years. School teacher -2 1/2 years (Elementary -grades 4, 5, 6 and 7). Bilingual School. AID -1 long-term program. Cross Cultural Coordinator.

Colleen Ruth Schmidt Higgins
English Instructor

EDUCATION:	1975-1982	Temple University, Philadelphia, PA. Bachelor of Arts (Major in Mathematics)
	1984-1986	Temple University. Master of Arts: English. Specialization in Writing cum. average 3.87. Teaching Assistantship in Conversation.
EXPERIENCE:	1987	CONVERSA (AID contracts) I worked on 3 short-term programs and 1 long-term program.
	1986	Centro Cultural Costarricense-Norteamericano. I taught in the Executive English program.
	1984-1986	Temple University, ELECT (English Language Enrichment Center at Temple). I taught composition to freshman students.
	1983-1984	Temple University. Intensive English Language Program. I began doing clerical work (once a part-time undergraduate program) and the job grew into file development, extracurricular materials for the ESL program and student testing.

Mark Delgardo

EDUCATION:	BA in Business Administration Nassau College, New York; Institute of Technology, New York
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ENGLISH LANGUAGE TRAINING IN EL SALVADOR: A STUDY OF THE CENTRO CULTURAL SALVADORENO AND THE EXTENSION PROGRAM AT THE AMERICAN SCHOOL

April 6 through 26, 1988

Prepared by ELT Specialists
Nancy Clair and Danny Lubovich

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EXECUTIVE SUMMARY

Purpose

Upon request from USAID/El Salvador, the Office of International Training for Science and Technology (S&T/IT) contracted the Partners for International Education and Training (PIET) to conduct a three week English language training (ELT) assessment. The two-person team from The Experiment in International Living (EIL) was in San Salvador from April 6 to April 26, 1988. The purposes of the study were:

1. to assess the current services and existing programs at the Centro Cultural Salvadorena (CCS) and the Extension Program at the American School (EAX) to determine their capabilities in providing a four month in-country English language and cross-cultural training (ELT and CCT) program for Central American Peace Scholar (CAPS) participants.

2. to analyze the cost of such a program

3. to provide USAID/El Salvador with general guidelines for ELT and CCT programs.

Methods for Procedures

The in-country assessment included a variety of data collection strategies (focused discussion, data sheets/checklists, observation, and documentation review) which were analyzed both quantitatively and qualitatively.

Findings

The following statements are the major findings which emerged from this study. Each finding is supported and described in the chapters which follow:

1. Effective in-country ELT and CCT is essential to the success of the CAPS program.

2. EAX does not have the present capability to provide a four month in-country ELT and CCT program for CAPS participants because of:

a) scheduling restraints with the American School
b) inadequate supplementary EFL materials
c) absence of a TEFL professional
d) lack of pre-service and in-service staff training

3. CCS has the potential capability to provide a four month ELT and CCT program for CAPS participants because of its:

a) ad[illegible]ce space, resources and facilities
b) qualified teaching, supervisory and support staff
c) current adademic director who plans and executes quality pre-service and in-service training, who is experienced in all aspects of TEFL, and who has worked diligently with the supervisors so training will continue when he leaves in August, 1988.

4. The one month ELT and CCT program provided by the CCS for CAPS participants in August, 1987, might have been more effective if the Mission had provided CCS with a more specific statement of desired services, (i.e., English proficiency), and if the CCS had had a more capable academic director.

5. An estimated cost analysis for a projected four month ELT and CCT program at CCS and at a U.S. institution revealed that training in San Salvador is less expensive. However, figures used were estimates and say nothing about cost-effectiveness.

Conclusion

There is a general agreement among EFL professionals that in-country ELT is effective in providing students with beginning and sometimes intermediate proficiency in English. But perhaps more important is that effective in-country training also provides students with the necessary

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social, psychological, and emotional tools needed to adapt to a foreign culture. Cultural adaptation and language learning are complex processes which take time. Giving CAPS participants quality ELT and CCT in San Salvador and the U.S. is a positive step in assuring program success.

Recommendations

As with the above findings, detailed rationale which support the following recommendations can be found in the text of this report. In order to increase the effectiveness of in-country ELT and CCT for CAPS participants, the team recommends:

1. that the RFP be as clear and specific as possible as to desired services and outcomes (i.e., English proficiency) so that bidding institutions can respond accurately.

2. that the school or institution contracted to provide in-country ELT and CCT for CAPS (a) receive sufficient lead time to prepare and provide the desired services, (b) understand the Mission's specific goals and objectives of the program, (c) be included as early as possible in the Mission's planning meetings, so that all parties understand the magnitude of the task.

3. that the Mission consult previous studies, such as "English Language Assessment in Central America", (Academy for Educational Development, 1985); publications, such as "AID Participant Training Handbook" (the new edition includes information on AID/ELT policy, criteria and resources).

4. that the Mission develop an effective system of communication between other Missions with in-country ELT and CCT programs.

5. that because in-country ELT and CCT is so important to the CAPS program, periodic training on basic ELT issues be included for program managers.

6. that CAPS participants be given pre- and post-tests that can be used as placement and progress documentation.

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7. that CAPS participants be told from the start of the program of their roles and responsibilities.

8. that in order to succeed in the U.S., CAPS participants must be prepared culturally, psychologically and academically --- that takes time.

9. that USAID/El Salvador consider providing additional assistance to CCS. "Institution Building" will not only have a positive effect on in-country ELT and CCT programs for CAPS, but will provide a positive contribution to development as well.

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I. INTRODUCTION

Specialists from The Experiment in International Living (EIL) under contract between Partners for International Education and Training (PIET) and the Agency for International Development (AID) conducted a three week English language training (ELT) assessment. The two member team was asked to assess, analyze and evaluate the current programs at the Centro Cultural Salvadoreno (CCS) and the Extension Program at the American School (EAX) to determine their capabilities in providing a four month in-country English language and cross-cultural (ELT and CCT) program for Central American Peace Scholars (CAPS) participants.

In accomplishing this task, the following groups of variables were considered:

1. USAID/El Salvador, Office of Education and Training (OET).

Variables include overall goals and plans for CAPS participants, number of participants, paticipant selection, screening and evaluation, general policies on ELT.

2. The Participants.

Variables include educational, social and economic profiles, levels of English proficiency, goals and objectives of the program, length and type of program.

3. In-Country ELT Capabilities.

Variables include the past relationship of the institution or schools with the Mission, expansion capabilities and historical context of in-country ELT.

4. Costs.

Variables include program, administrative and cost-effectiveness.

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The assessment team approached the ELT study through focused discussion, observation, checklists and documentation review. Both quantitative and qualitative data were gathered and analyzed. The remainder of the study is organized in the following sections:

- II. STUDY APPROACH AND METHODOLOGY - This section outlines methods, approaches and techniques used. In addition, study problems and limitations are addressed.

- III. ENGLISH LANGUAGE AND CROSS CULTURAL TRAINING CONSIDERATIONS AND GUIDELINES - Included in this section are general guidelines for in-country ELT programs, with a brief treatment of CCT. In addition, a discussion of the advantages and disadvantages of in-country ELT is presented.

- IV. STUDY FINDINGS - This section presents the findings from data collected at the CCS and EAX. Included is a specific look at the one month ELT and CCT program at CCS for CAPS participants in August, 1987.

- V. COST ANALYSIS - This section includes an estimated cost analysis for a projected four month ELT and CCT program at CCS.

- VI. SUMMARY AND CONCLUSIONS - The findings from the study are summarized in this section along with concluding remarks.

- VII. RECOMMENDATIONS - This section includes recommendations which emerged from this study.

- APPENDICES

II. STUDY APPROACH AND METHODOLOGY

The Approach

Based on the assumption that data on the variables would be dispersed throughout various offices, departments and institutions, and that the programs evaluated would present data from individual perspectives or interests, the consultants used a variety of data collection strategies in order to cross-check or verify information.

Data Collection Strategies

The following strategies were employed to assure accuracy of information:

- focused discussion
- data sheets/checklists
- observation
- documentation review

Focused discussions were held with key Mission officials, program managers and selected support staff. In addition, key executive and academic personnel, supervisors, teachers, and students from CCS and EAX were consulted.

Data sheets and checklists were used to gather specific program related information. The PIET Language Training Assessment (Appendix A), served as a guideline during focused discussions, thus assuring that each member of the assessment team asked the same questions.

During teacher observations, the Teaching Assessment Checklist, Academy for Educational Development (AED), (Appendix B) was employed in order to gain descriptive information on the teachers' lessons, including English speaking ability, personal and professional qualities, and overall impact of the lesson.

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Documentation review, consisting of reports, correspondence, program plans, budgets, evaluations and participant applications, aided in giving the team an historical and contextual understanding of the CAPS program.

Data Quality Control

A variety of strategies was employed to assure and verify collected data. First, before arriving in San Salvador, the team clarified pertinent terms and concepts to assure consistency in the field. Second, the team asked similar questions to different key personnel from the same institution. Answers were later compared to assure consistency. Third, the team cross-checked data by looking at like variables from a variety of sources. Finally, the team reviewed their field data daily in order to compare notes and discover potential inaccuracies. When inconsistencies were present the team re-examined their sources and data techniques.

Data Analysis

Depending on the data collection strategy (focused discussion, data sheet checklists, observation or documentation review), information gathered during the in-country assessment was analyzed both qualitatively and quantitatively. By combining the above analytical approaches, a more complete assessment of data was accomplished. Data gathered through informal interviews, focused discussion and documentation review was looked at qualitatively through content analysis while quantitative strategies were used in the financial analysis.

Problems

The following problems hindered data collection and therefore influenced the study:

1. CCS has limited and poorly organized documentation from previous in-country ELT and CCT programs for CAPS; therefore, data was fragmented and confused.

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2. Because of time constraints and lack of CAPS program guidelines, both CCS and EAX failed to produce cost estimates for a projected four month in-country ELT and CCt program.

3. Because the assessment team was in San Salvador costs, from a U.S. ELT and CCT program were limited and inaccurate.

Limitations

Two main factors related to the above problems contributed to the limitations of this study and should therefore be considered. First, information, especially from CCS on past CAPS in-country ELT and CCT programs was fragmented, unclear and confusing. Data was therefore collected through interviewing teachers, supervisors and staff who participated in the training months ago. Those interviewed had to rely on memory.

Second, insufficient lead time and lack of program guidelines hindered the collection of accurate data on costs for a four month in-country ELT and CCT program. Both institutions declined to submit a budget on the grounds that they didn't have the RFP in hand, and therefore didn't know what to budget for. However, an estimated budget was calculated for a projected four month program at CCS. This figure was them compared to projected costs for a similar program at a U.S. institution. For ethical reasons, (misleading or inaccurate figures), the total cost of a projected four month program in the U.S. is not included in this report.

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III. ENGLISH LANGUAGE TRAINING CONSIDERATION AND GUIDELINES

Before presenting general ELT considerations and guidelines and discussing some advantages and disadvantages of in-country ELT, a few brief comments on language learning are due. First, although much has been learned about language acquisition, learning styles, effective teaching and methodology, the fact remains that there is still much mystery. The study of how humans learn language is extremely complex for while there are some generalizations that apply to all learners, languages are learned individually. How one person learns is not necessarily transferable to another. Psychological, social, cultural, and personality factors as well as aptitude and motivation are all interrelated. Therefore, simple answers to what may seem simple questions to ELT do not exist. ELT specialists do not know how long it takes a student to reach 450 on the TOEFL, or, if reaching 450 will guarantee success in an academic program. However, responsible ELT specialists do understand the complexities of ELT, and through experience and theory they can offer concrete guidelines. (Appendices C and D).

English Language Training Considerations and Guidelines

There is considerable agreement within the field of English as a Foreign Language as to general guidelines in planning and executing successful ELT programs. The following list is based partly on previous ALIGU assessments and on recommendations from The School for International Training/The Experiment in International Living faculty and the AID Participant Training Handbook.

1. Purpose and Goals. All successful ELT programs must have a clearly articulated statement of purpose and list of goals. This statement should be shared and discussed with staff and participants in order that all parties clearly understand their roles and responsibilities.

2. Curricula. The curricula for an EFL program must meet the training requirements of the participants. Since AID participants are studying

English to enter academic or training programs, the curricula must develop students' skills in listening, speaking, reading, and writing for academic purposes. Focus mainly on oral communication skills, as in traditional intensive programs, is not sufficient; neither is a focus on only TOEFL preparation because training in academic and survival skills is also needed. The curricula should include clear, stated objectives and at least one method of evaluation. In addition, all parts of the program should be integrated and unified by a sound pedagogical rationale. (Appendix E).

3. Class Groupings. Classes should be fairly homogenous as regards to English proficiency levels. This is best accomplished by entrance testing and placement into appropriate levels. Suggested tests suitable for placement are the pre-TOEFL, ALI/GU, Michigan, CELT or JOHN. Many tests have concurrent validity with the TOEFL (Appendix F).

4. Year-Round Training. Classes should be offered year-round to guarantee continuity of instruction.

5. Faculty. The EFL teachers should be experienced and trained in current EFL methodology. Note that a well trained host country teacher is usually preferable to an untrained native speaker of English. The program director should also have experience in the TEFL field as well as several years of administrative experience. Staff should also have a good understanding of the field of English for Academic Purposes. In addition, pre-service and in-service training should occur regularly with built in incentives for staff participation.

6. Cultural Orientation. Cultural orientation should be included in a program that prepares participants for study outside their own country. In addition to general information about life in the U.S., students should receive an orientation to U.S. academic life when appropriate. Also included should be information on the students' home country so they are prepared to answer potential questions from U.S. students. Finally, along with the inclusion of general communication techniques such as appropriate gestures, proxemics, social customs, and language conventions, attention should be paid to the psychological and emotional strains in adapting to a new culture.

7. Facilities. Although good instruction does not depend on excellent physical facilities, there are certain aspects to consider for good learning environments. Among these are lighting, desks that can be moved freely about the room, and adequate space for instruction.

8. Cost Effectiveness. Cost-effectiveness of an ELT program must consider length of time needed to prepare a participant for departure and the extent to which overseas training programs are completed successfully without extensions of the training period. Only measuring on how long it takes a student to reach a test score such as TOEFL is not a sufficient indicator of whether the program is successful.

9. Evaluation. Students: Criteria should be established for appropriate entry to and exit from ELT programs. Students should be evaluated periodically using appropriate English tests to assess the learning that has occurred. Staff should have experience in interpreting test results. Records for each student including test scores and teachers'comments should be kept. Program: In addition to student evaluations, the program should also be evaluated both by its own staff and by outside evaluators to determine if goals are being met and to make suggestions for improvement.

Advantages and Disadvantages of In-country ELT programs

There is considerable debate as to the advantages and disadvantages of in-country ELT programs. What follows is a summary chart from the Academy of Educational Development (AED). For a more detailed discussion, see Appendix G.

Advantages and Disadvantages of U.S. ELT (from "English Language Training Assessment Final Report", January, 1987, Academy for Educational Development, Washington, D.C.)

Advantages

1. Generally considered more effective means of ELT
2. Fosters greater linkages between ELT and academic studies
3. Appears to stimulate students because of immediacy of pursuit of academic studies

4. Teaches other academic skills beyond the English language
5. Provides a more in-depth knowledge of English.

Disadvantages

1. Costly
2. Not cost-effective for pre-technical ELT
3. Less cost-effective for beginning and intermediate ELT levels
4. Accompanied by initial culture/academic shock
5. Expensive screening mechanism.

Advantages and Disadvantages of In-Country ELT

Advantages

1. Less expensive overall
2. Most cost-effective for reaching highest level of ELT before traveling to U.S.
3. Allows better concentration on the learning of beginning and intermediate English without culture shock
4. Screens out participants
5. Fosters institution building and inter-agency collaboration.

Disadvantages

1. Tends to train for testing and thus inflates TOEFL scores
2. Provides few opportunities to practice English outside the class
3. Programs tend to lack adequate quality and methodological consistencies
4. Does not adequately prepare participants for academic studies in the U.S.
5. Does little to facilitate personal, social and cultural adaptation for U.S. and university life
6. Job and family responsibilities may interfere with ELT and thus delay the time in which adequate English proficiency is acquired.

IV. STUDY FINDINGS

Centro Cultural Salvadoreño (CCS)
Avenida Los Sisimiles, Boulevard de los Heroes
San Salvador, El Salvador
Telephones: 26-9032 26-9130

The following key personnel were consulted:

Executive Director	Lic. Erlinda Hernández de Moras
Academic Director	Mr. Michael Jerald (Fulbright Scholar) School for International Training
Student Advisor	Ms. Sara Vasquez (Fulbright Scholar) Rutgers University
Librarians	Silvia Hernandez Abelina Cordova
Teacher Supervisors	Vicki de Gonzalez (CAPS) Susie Monteflores Roberto Rivas
Teachers	Martha de Thoresen (CAPS) Celina de Rivas (CAPS) Martha Carranza (CAPS) Juan Antonio Rodriguez (CAPS) Maria Eugenia Escobar (CAPS)

Background, Administrative Structure, Personnel

CCS was founded in 1955 and in 1980 the Center moved to its current facilities. CCS is governed by a board of ten directors, although the

executive director has full responsibility in planning, coordinating, and executing all programs. The academic director is responsible for all aspects of the academic programs including the design and execution of pre-service and in-service training sessions. Five teacher supervisors, under the direction of the academic director take responsibility for the ninety to ninety-five part-time language instructors employed by CCS. In addition, the Center employs a full time librarian, and student advisor. Additional personnel include administrative support, maintenance and security staff.

The Facilities

The following is a descriptive list of the facilities at CCS.

1. A spacious administrative area contains offices for the executive director, academic director, supervisors, admissions staff and the accounting department.

2. The teachers' resource room houses teaching aids, realia, supplementary class texts, readers and reference books. A sample of these materials include class sets of Skits in English by M. Hines and USIS graded readers. Teachers'resource books include The Context of Language Teaching by J. Richards and Principles and Practices in Second Language Acquisition by S. Krashen.

3. The teachers' lounge provides space for lunch, relaxation and informal meetings.

4. The library houses approximately 12,000 volumes including many technical texts on agriculture, medicine, psychology, math and computers. USIS sends the majority of these books, which total approximately 100 to 200 per year. USI also sends between twenty-five to thirty magazines a month including Harpers, Life, National Geographic, Time, and Sports Illustrated.

5. A day care area includes children's tables, chairs, toys and games for the school program and staff children.

6. A Phillips reel to reel language laboratory, although not modern, has thirty-nine individual student spaces. A full time lab operator is employed. Lab text and tapes include, Intensive Course in English (English Language Service, 1964).

7. Forty air conditioned classrooms house the various programs. They are clean and spacious; however, the acoustics are poor.

8. A multi-purpose auditorium, including a piano, holds 175 people for plays, exhibits and meetings.

9. The cafeteria provides full meal and snack services.

10. The art gallery frequently exhibits local, national and international works.

11. The carpentry shop handles in-house repairs.

Program Descriptions

Approximately 3,000 students participate in the academic programs at the Center.

1. Intensive English. Classes run two hours a day for four weeks/forty hours. The cost is 115 colones. Students progress through the eighteen level course using The Streamline Series, Oxford University Press. Students are a minimum of sixteen years old and they generally study English for job and educational advancement or because of parental pressure. An oral placement test, given by instructors, places students in appropriate levels. The goal of instruction is communicative competence and the official approach is student-centered.

2. Language Laboratory. Depending on the needs of individual students or on teacher recommendations, students work in the lab. The cost

is generally six colones per hour. Special lab courses are prepared on request. Currently, seven bank executives are enrolled in a special lab course.

3. TOEFL Course. This intensive course runs two hours a day for two months/eighty hours. The cost is 240 colones. The text is TOEFL published by Barrons.

4. Saturday Intensive Course. This course is designed for students who cannot attend the regular daily intensive course. Class meets for eights weeks, four hours every Saturday/thirty-six hours. The same book, curriculum and approach of the intensive course are used.

5. School Program. This course is designed for children between the ages of four and thirteen. Classes meet for one hour, three times a week for eight weeks/twenty-four hours. The cost is 100 colones. A variety of texts and materials are used.

6. Basic Education. The course is designed for students who need extra help in additional academic areas such as math, social sciences, Spanish, etc. The class meets three hours every Saturday for seven weeks/twenty-one hours. The cost is 135 colones.

7. Special Programs. The Center provides special programs upon request. Costs, materials and curricula vary depending on the needs and goals of the program. Along with providing special programs for USIS and the Banco de Fomento Agropecuario, the Center has done several programs for CAPS participants. Details about these programs are on pages 22 - 23.

Staff Qualifications

Between ninety and ninety-five part-time instructors comprise the teaching faculty. Instructors must be at least twenty years old and they must meet the following requirements:

1. Score at least eighty-five on the grammar and structure portion of the ALI/GU

2. Pass an oral interview with the academic director
3. Participate and pass a three-week teacher training workshop.

Instructors receive a minimum salary of ten colones per hour with a maximum teaching load of thirty-five hours per week. The staff receives full benefits including sick days, social security and fifteen days of vacation. The five supervisors are selected by the executive director. Along with supervising twenty to thirty teachers, they are responsible for aiding in the in-service and pre-service training. Approximately twenty to thirty instructors and supervisors have lived or visited the U.S. or Canada. Approximately eleven instructors have participated in the Central American Teacher Training (CATT) program at The Experiment in International Living's School for International Training in Brattleboro, Vermont. These instructors have returned to the center as invaluable resources.

Staff Training

The current academic director and the executive director understand the importance of staff training. Along with the three-week teacher training workshop for potential staff, there are two, one-week formal staff workshops yearly. Teachers and supervisors are paid to participate; incentive is high. In addition, supervisors are encouraged to do one workshop per week. Teachers are encouraged to participate; however, they are not paid. Finally, the Center hosts an annual National ELT Conference open to all area ELT professionals. (Appendices H, I, J).

Curriculum and Evaluation

As mentioned, the official CCS approach is student-centered and the goal of instruction is communicative competence. The curriculum is based around the Streamline Series; however, it is incomplete because there are no objectives or evaluation instruments included. There is also no formal written test to place students or specific criteria to enter or exit levels. Students progress through levels by teacher recommendation.

General Observations/Implications for CAPS

The CCS is an impressive institution. The facilities, space, resources and support staff all point to a potentially successful place where CAPS participants can receive quality ELT and CCT. Five teachers interviewed had taught in the one-month intensive ELT and CCT for CAPS participants in August, 1987, and although their qualifications varied, they are bi-cultural, bi-lingual and enthusiastic. Since in-country training is so fundamental to the CAPS program, and since the CCS has the potential to deliver this training, it seems logical that the Mission continue a positive relationship with CCS. "Institution building" would not only benefit the CAPS program, it would positively effect in-country development as well.

A final point about the CCS is called for. One of the current strengths of the program is the academic director. Mr. Michael Jerald, Fulbright Scholar, is a highly trained and experienced TEFL professional who has developed and executed regular pre-service and in-service training. He has worked consistently with the supervisors, encouraging them to participate in staff training, so that when he leaves in August, 1988 training will continue. There has been no mention yet as to his successor; however, the team highly recommends that the person selected be a trained TEFL professional who will continue guiding the staff as Mr. Jerald has.

CAPS Programs at CCS

The CCS has provided ELT and CCT for the following CAPS programs:

1. In April, 1987, fifty-seven CAPS participants received eighty hours of survival English and U.S. culture in preparation for long-term study in the U.S.

2. In August, 1987, eighty-three CAPS and seven alternates received one month of intensive ELT and CCT in preparation for study at Louisiana State University or the University of New Mexico.

3. In October, 1987, fifteen English language teachers from public and private institutions received forty hours of TOEFL preparation, EFL methodology, classroom observation and cultural orientation in preparation for study at UNM.

One Month Intensive ELT and CCT Program

Based on the assumption that a four-month intensive ELT and CCT program for CAPS would be modeled somewhat after the one-month intensive program, a general evaluation of the August, 1987 program follows. The data was gathered through documentation review and focused interviews with teachers and supervisors who participated in the program.

Program Description

Ninety students studied English for 132 hours. Students were placed in levels by means of an oral interview. No formal testing occurred. Documentation from CCS indicated that the first two weeks of ELT were functional while the remaining two weeks were grammar. (Appendices K,L). Twenty-two additional hours of cross-cultural orientation were provided, (Appendix M) along with ten hours of supervised study. In addition, one hour a day of cross-cultural activities in Spanish was included. Therefore, students studied seven hours per day. Finally, a variety of special activities was planned (Appendices N, O).

The teachers consulted had varying qualifications; however, they were all bi-lingual, bi-cultural and enthusiastic. During the program, teachers met weekly to discuss student progress and plan cohesive classes. Weekly student evaluation reports were submitted; however, no standards were employed. (Appendix P).

From the documentation review and informal talks with staff, it seemed that the academic director at that time was not as effective as he could have been. Intensive programs differ from regular programs in that they are intensive (teachers and students are working together all day). An

academic director in such a program must possess strong organizational and leadership skills, stamina and knowledge of TEFL and cross-cultural training.

Recommendations

The following consists of general recommendations to be considered for upcoming ELT and CCT intensive programs for CAPS.

1. Along with giving students general rules and regulations at the start of the program, expectations, roles and responsibilities should be openly discussed with participants.

2. Documentation should be complete and clear, and should include course content, not just course title.

3. A maximum of five hours a day in class should be scheduled.

4. Grading standards should be employed, striving for program consistency. (Appendix Q).

5. Testing should be used for placement and progress documentation. Suggested tests are (pre-TOEFL, Michigan or JOHN).

6. An academic director with organizational and leadership skills, stamina and knowledge of TEFL and cross-cultural training should be responsible for the design and implementation of intensive programs.

7. In addition to cultural materials provided by AID and USIS, the following texts are recommended:

   Living in the U.S., Intercultural Exchange Series, The Experiment Press

   Learning Across Cultures, NAFSA 1981

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Settling In, The Experiment Press

Beyond Experience, D. Batchelder and E.G. Warner,
The Experiment Press

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Extension Program at the American School (EAX)
P.O. Box (01) 35
San Salvador, El Salvador
Telephone: 23-1011

The following key personnel were consulted:

Director	Mr. Dennis Miller M.A. Curriculum and Instruction Elementary Education
Assistant Director	Mr. Villalobos
Secretary	Ana Gloria Morasan
Teachers	M. Bayo A. Pohlman M. Taylor

Background, Administrative Structure, Personnel

The Extension Program at the American School (EAX) began in 1979. EAX is governed by a Board of Directors, but the EAX director has full responsibility in managing all aspects of the program. The director is aided by an assistant director, and two secretaries provide the necessary administrative support. There are forty-one instructors employed by EAX.

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The Facilities

Since EAX is an extension of the American School, it appears to have a wealth of facilities. However, although EAX uses thirty-one classrooms and the teachers' lounge, the other usual facilities that belong to an accredited K-12 school are not necessarily available. Therefore, the following list includes only the facilities that are available to EAX during their scheduled hours, Monday through Friday 4:00 pm to 8:00 pm and Saturday 8:00 am to 5 pm.

1. The administrative area contains space for the secretaries. Both the director and assistant director have adjoining office space.

2. The teachers' resource library is housed in front of the administrative area. Texts are limited and few. There are only class sets of What's so Funny by E. Claire and Grammarwork by P. Breyer. However ample copies of Forum, the TEFL magazine published by USIS is available.

3. The thirty-one classrooms are spacious, and well ventilated.

Program Description

Currently, there are only two English programs at EAX. The adult program, consisting of 1250 students over the age of fifteen, is scheduled between the hours of 4:00 pm to 8:00 pm during the week, and 8:00 am to 5:00 pm on Saturday. There are twelve students per class, on the average, and classes run four hours a week for eight weeks/total thirty-two hours. The cost is 200 colones. Students progress through eighteen levels using the Spectrum Series, Regents Publishing Company. The students must buy their books which cost sixty-five colones; however, each book is used for six months. Adult students at EAX study English mainly for educational and job advancement. A number of companies, including TACA, have special arrangements with EAX, where the company pays for half of the course and the employee pays for the rest. Oral placement tests are used to assign students to classes and the instructional approach is an attempt at communicative competence.

Staff Qualifications

Forty-one part-time instructors work at EAX. The hiring process consists of filling out an application and being interviewed by the director. Experience is not necessary. The current staff consists of eight North Americans, fifteen to twenty ex-students, four housewives, two doctors, two engineers and one with a Bachelors Degree in EFL. Teachers are paid thirty-one colones per hour and they receive the Spectrum series books and tapes. In addition, they have access to tape recorders.

Staff Training

After a teacher is hired, he/she must attend a three hour orientation session which consists of: a brief history of the program, analysis of the student population, implications for teaching, theoretical basis for the program, program description and administrative notes. There is no pre- or in-service training available from a TEFL professional; however, the director is highly visible and visits classes frequently unannounced.

Curricula and Evaluation

Over the past two years, the current director has changed the instructional approach of the program from grammar translation to communicative. The Spectrum Series is followed closely in class as students work chapter by chapter with the book, workbook and tape. Teachers are evaluated by students and the director. There are no specific exit or entry criteria and students move from level to level by teacher recommendations. There are no formal tests given to students.

General Observations/ Implications for CAPS

As stated in the findings of this report, the EAX is not presently capable of providing intensive ELT and CCT for CAPS participants. First, although the American School has a wealth of facilities, they are not readily available to EAX. The main reason for this is scheduling.

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The American School facilities are occupied from 7:00 am to 4:00 pm. Second, although the director is a competent administrator and educator, he has no experience or training in TEFL. It is recommended that at least one TEFL professional be on the staff of an intensive ELT program for CAPS participants. Third, the current supplementary ELT materials are inadequate in variety and quantity. An intensive ELT program needs a wealth of supplementary ELT materials to complement student texts. However, the director is aware of this inadequacy and he plans to purchase a variety of materials in the future. Finally, at this time there are no pre-service and in-service training opportunities for staff, although the director hopes to increase staff training by bringing TEFL experts in from the outside.

V. COST ANALYSIS

As previously stated, insufficient lead time and lack of program guidelines resulted in a refusal by CCS and EAX to submit budgets for a projected four-month ELT and CCT program. However, by looking at the budget for the one-month ELT and CCT program at CCS, the team was able to estimate costs for a four-month program. It is important to restate that these figures are inconclusive for two reasons. First, it is inaccurate to assume that the cost of one month multiplied by four will result in the cost of four months. Second, only four pages of the rough draft of the RFP were available. The final and complete RFP could contain information that could significantly alter costs.

The cost analysis is based on the following assumptions taken from the rough draft of the RFP.

1. Sixty-two students will be enrolled.
2. There will be a twenty-two hour cultural orientation module.
3. Students will be placed in four groups and will study six contact hours of English per day.
4. Unit costs for contact hour instruction, cultural orientation and supervised study will be at the same rate as the one-month program.

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5. Other line items will be multiplied by four to give a four-month estimate.

Definition of Terms

1. ELT contact hours. Contact hours are hours of actual ELT classroom instruction.

2. Contact hour costs. Contact hour costs are figured by considering actual ELT classroom instruction.

3. Total instructional costs. Total instructional costs include ELT contact hour costs, cultural orientation costs and supervised study costs.

4. Other Program Costs. Other program costs include materials, photocopying, lodging, laundry, food, per diem, social activities, medical, transportation and administrative expenses.

It is relevant to factor out contact hours and contact hour costs when considering the overall ELT services a Mission is paying for. First, if local cost of living factors are similar, a cost analysis of other CAPS programs in Central America could be done and specific line items could be compared. The terms tuition and fees can mean different things in different programs, and it is hard to determine exactly what services are included. Second, projections of English proficiency are made in many ELT programs by looking at the number of contact hours studied (an important variable when calculating cost-effectiveness). Specific program levels are determined considering the number of contact hours studied in relation to a specific range of scores on a proficiency test such as the TOEFL, Michigan or ALI/GU (Appendix F). While there is no guarantee that a student will reach a specific proficiency score after a specific number of contact hours, general guidelines are necessary in overall program design.

Estimated Cost Breakdown for a Four-Month ELT and CCT Program at CCS

Total ELT contact hours per student	528 hours
Total number of students	62
Total number of contact hours	32,736 hours
COST 1 ELT contact hour per student	$1.61
Total hours of cultural orientation per student	22 hours
Total hours of supervised study per student	40 hours
Total ELT instructional hours per student	590 hours
Total number of instructional hours	36,580 hours
COST 1 ELT instructional hour per student	$1.57
Mission contact hour cost	$ 52,800.00
Mission cultural orientation cost	660.00
Mission supervised study cost	4,000.00
TOTAL Mission Instructional Cost	$ 57,460.00

Other Program Costs

Materials including books, notebooks, pens	$ 3,720.00
Photocopying	1,240.00
Lodging	17,000.00
Laundry	3,968.00
Food	41,465.60
Per diem	17,657.60
Special Activities	3,968.00
Medical	310.00
Transportation	1,984.00
Administrative Costs	8,395.57
TOTAL other program costs	$137,507.77
TOTAL instructional costs	57,460.00
Projected TOTAL - 4-month intensive ELT and CCT	$194,967.77

For the purpose of comparison, an estimated cost analysis was done for a similar program in the U.S. For ethical reasons (inaccurate or misleading figures) the data is not included. Nevertheless, the comparison revealed that training was less expensive in San Salvador; however, these estimates say nothing about cost-effectiveness.

VI. SUMMARY AND CONCLUSIONS

As stated in this report, there are a number of findings which emerged from this study. They are briefly summarized as follows:

1. Effective in-country ELT and CCT is essential to the success of the CAPS program.

2. EAX does not have the present capability to provide such services.

3. CCS has the potential capability to provide such services.

4. A more effective academic director and a clearer statement of desired services from the Mission, would have facilitated a better one-month ELT and CCT program at the CCS in August, 1987.

5. For the purpose of comparison, an estimated cost analysis was done for a projected four-month ELT and CCT program at CCS and a U.S. academic institution. The data revealed that training in San Salvador is less expensive. However, these figures were estimates and say nothing about cost-effectiveness.

Upon termination of the three-week assessment, the team concluded that effective ELT and CCT is essential to the CAPS program. If training is well planned and executed, CAPS students will be better prepared emotionally, psychologically, culturally and academically. Adapting to a new culture and pursuing academic studies is not an easy task; therefore, CAPS participants should be given quality training from the start.

VII. RECOMMENDATIONS

Clarity

RFPs should be as clear and specific as possible as to desired services and outcomes so that bidding institutions can respond accurately.

> Institutions or schools will respond more precisely to an RFP that requests specific services. Specifying desired language proficiency, is an example. Much can be learned about a bidding institution by looking closely at its proposal in response to the request of desired services.

Advance Planning

The school or institution contracted to provide ELT and CCT for CAPS should (a) receive sufficient time to prepare and provide the desired services, (b) understand the Mission's specific goals and objectives of the program, (c) be included as early as possible in the Mission's planning meetings so all parties understand the magnitude of the task.

> Effective ELT and CCT programs require planning. The school or institution contracted must not only be given sufficient time to plan and prepare, they must understand fully the nature of the program including participant profiles and problems and concerns affecting the program. Regular meetings between the Mission and the school or institution contracted could prevent possible misunderstandings and assure the delivery or desired services.

Resources

The Mission should consult previous studies, such as English Language Assesssment in Central America (Academy for Educational Development, 1985); publications, such as AID Participant Training Handbook (the new edition contains information on AID/ ELT policy, criteria and resources).

There are a number of studies and publications that deal with ELT issues. Program managers should stay as informed as possible about other program issues and considerations that face CAPS and ELT.

Communication

The Mission should develop an effective system of communication between other Missions with ELT and CCT programs.

Along with consulting other publications and studies, discussions and information sharing about CAPS should be included in regional OET meetings, and S&T/IT meetings.

Training

Because ELT is so important to the CAPS program, periodic training on ELT issues should be included for program managers.

It shouldn't be assumed that CAPS program managers are ELT Specialists; however, basic training on ELT issues can be as beneficial as being aware of existing resources and establishing effective communication with others involved in ELT. There are a number of regional and local TEFL Conferences, including an annual conference at CCS for language teachers. Program managers would benefit in attending such conferences as well as consulting FORUM magazine, a USIS monthly publication, which deals solely with issues and practices of ELT. With more knowledge, program managers will be in a better position to deal with bidding or contracted schools or institutions.

Testing

CAPS participants should be given pre- and post-tests that can be used as placement and progress documentation.

> Testing is a complex issue; however, students should be given some standardized examination to aid in placement and progress documentation. There are a number of commercial tests available, such as the pre-TOEFL, John, CELT, TOEFL, Michigan or ALI/GU. Care should be used when finding a test for beginners; the TOEFL and ALI/GU are more effective for students that have some knowledge of English. However, although testing is a necessary component of a quality ELT program, it is only one measure of student progress. On-going evaluation by instructors is advised in addition.

Awareness

CAPS participants should be told at the beginning of the program of their roles and responsibilities.

> Studying in a foreign culture can leave many questions, concerns, fears and expectations in the minds of students. Therefore, to alleviate some of these questions, students should understand the complete nature of the program and where they fit in. Acceptance of responsibility is one of the first things a student must do in the U.S. and that acceptance should begin in-country.

Time

In order to succeed in the U.S., CAPS participants must be prepared culturally, psychologically and academically -- that takes time.

Second language learning and cultural adaptation are no easy tasks. Psychological, emotional and social factors combined with attitude, motivation and perseverance are some of the necessary tools needed to survive and prosper. If students are prepared in-country, they will be able to understand much more about themselves, and their experiences as a CAPS participant. Thus, their experiences in the U.S. will be more meaningful.

Institution Building

USAID/El Salvador should consider providing additional support to CCS. "Institutional Building" will not only have a positive effect on the CAPS program, it will contribute to development as well.

A positive relationship with the institution that trains CAPS participants is essential. Providing support (staff training, staff scholarships) will increase the effectiveness of the Center, and indirectly aid the Salvadoran economy. This positive step will benefit the CAPS and other USAID programs that require ELT and CCT.

APPENDICES

APPENDIX 1

Scope of Work

Nancy Clair, Curriculum ELT Specialist
Danny Lubovich, Administrative ELT Specialist
PIET English Language Training and Testing Assistance Contract
El Salvador, 4/6/88 to 4/26/88

The following primary tasks will be completed:

1. assess the current services and existing programs at the CCS and EAX to determiune their capabilities in providing a four month in-country EL and CCT program for CAPS participants;

2. analyze the cost for such a program;

3. meet on a weekly basis with OET staff to discuss progress of work;

4. prepare a written report on the above items;

5. submit a preliminary draft upon completion of field portion of study;

6. provide AID with general guidelines for in-country ELT programs.

APPENDIX 2

Work Plan

Nancy Clair, Curriculum ELT Specialist
Daniel Lubovich, Administrative ELT Specialist
PIET
El Salvador, 4/6/88 - 4/26/88

Wednesday, April 6, 1988	Arrival San Salvador, PM Briefing AID Ray San Giovanni (CAPS)
Thursday, April 7	briefing AID Ray San Giovanni, Jaleh de Torres, Dora Gutierrez
Friday, April 8	Briefing USIS Eugene Santoro Documentation review AID/CAPS
Saturday, April 9	Documentation review CAPS Preparation work schedule CCS, American School
Monday, April 11	Meeting with Executive Director CCS, American School Preparation work schedule CCS, American School
Tuesday, April 12-14	Analysis, evaluation CCS
Friday, April 15	Meeting Ray San Giovanni, Jaleh de Torres, Leopoldo Garza Purpose: Discuss evaluation to date
Saturday, April 16	Analysis of data CCS
Monday, April 18-20	Analysis, evaluation American School
Thursday, April 21	Follow-up CCS, American School
Friday, April 22	Meeting Ray San Giovanni, Jaleh de Torres, Leopoldo Garza Purpose: Discuss draft report
Saturday, April 23-25	Preparation Final Report Afternoon: Exit interview, discussion of ELT Guidelines

APPENDIX 3

USAID/El Salvador
Office of Education & Training

Mr. Leopoldo Garza	Director
Mr. Melvin Chatman	Deputy Director
Mr. Claude Boyd	Acting Deputy Director
Ms. Jaleh de Torres	Project Manager - CAPS
Ms. Dora de Gutiérrez	Assistant Project Manager - CAPS
Dr. Ray San Giovanni	Training Advisor
Ms. Berny de Basagoitia	Participant Training Officer

USIS/El Salvador

Mr. Eugene Santoro	Cultural Affairs Officer

Centro Cultural Salvadoreno

Ms. Erlinda Hernández de Mora, Lic	Executive Director
Mr. Michael Jerald	Academic Director

Extension Program at the American School

Mr. Dennis Miller	Director
Mr. Villalabos	Assistant Director

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ENGLISH LANGUAGE TRAINING ASSESSMENT
PIET

Data sheet on ELT Actual( )/ Potential ( ) Contractor

GENERAL INFORMATION

1. Type of institution (bi-natl,public,private,commercial) _____

_____

2. Name, address, telephone of institution _____

_____

3. Name & title of program administrator _____

4. Name & title of person interviewed (if different from #3)____

_____

5. Names & titles of other key staff _____

_____

6. Administrative structure _____

7. Names of all relevant programs within institution (include name/title of supervisor if different from #3,4 above)

_____

_____

8. Names & titles of teachers interviewed _____

_____

FACILITIES

1. Location of facility _____

2. General adequacy of facility _____

3. Classroom size _____

4. Classroom furniture _____

5. Classroom atmosphere _____

6. Administrator's comments on facilities _____

_____

7. Teachers' comments on facilities _____

_____

TECHNOLOGICAL AIDS, MATERIALS, & TEXTS

1. Availability of texts & other materials _____

2. Technological aids _____ _____

3. Library facilities _____

4. Self-study facilities _____

5. Administrator's comments on aids, materials, texts _____

_____

6. Teachers' comments on aids, materials, texts _____

_____

STAFF QUALIFICATIONS

1. Administrators' qualifications _____

2. EFL teachers' qualifications _____

3. Proportion who are native speakers of English _____

4. Proportion of staff with residence in U.S. _____

5. Proportion of staff with training in U.S. _____

6. EFL teachers' salary scale (US $) _____

7. Provision for pre-service training _____

8. Length & content of pre-service training _____

_____

9. Provision for in-service training _____

10. Length & content of in-service training _____

_____

11. Opportunity for staff advancement _____

12. Administrator's comments on staff qualifications _____

_____

13. Teachers' comments _____

LINKAGES WITH OTHER (especially ELT) INSTITUTIONS _____

_____

FOREIGN SUPPORT RECEIVED ($US) _____

PROGRAM DESCRIPTIONS (within institution)

PROGRAM #___ NAME_____

Clientele

1. # students enrolled per program _____

2. Average age of students per program _____

3. Typical educational background _____

5. Student ethnic background _____

6. Student socio-economic background _____

7. Proportion male/female _____

8. Students' typical ELT objective(s) _____

_____

9. # levels per program _____

10. # class sections per program _____

11. Average # students per class _____

12. Advisory system for students _____

13. Administrator's comments on clientele _____

_____

14. Teachers' comments on clientele _____

_____

Staffing

1. # teachers per program (full-time) _____

2. # teachers per program (part-time) _____

3. Teacher/student ratio _____

4. Teacher educational background _____

5. Administrator's comments on staffing _____

_____

6. Teachers' comments on staffing _____

_____

Timing

1. # clock hours of ELT per week _____

2. # weeks in program _____

3. Administrator's comments on timing _____

_____

4. Teachers' comments on timing _____

_____

Fees

1. Tuition fees per student ($ US) _____

2. Other fees ($ US) e.g. texts etc. _____

3. Amount & source of any fees paid on behalf of students, e.g. USAID ($ US) _____

4. Administrator's comments on fees _____

_____

5. Teachers' comments on fees _____

APPENDIX A

Testing

1. Is entrance test to program used? _____

2. If yes, name & min. acceptable score _____

3. Is there periodic testing to assess student learning _____

4. Is exit test from program used _____

5. If yes, name & min. acceptable score _____

6. Average length of time to reach call-forward scores _____

7. Administrator's comments on testing _____

_____

8. Teachers' comments on testing _____

_____

Curriculum

1. When was the curriculum for the program developed _____

2. Who developed it _____

3. Language focus of curriculum (e.g.structural/communicative/ EAP/other specific purpose) _____

4. Skill focus of curriculum (L/S/R/W) _____

5. Orientation to American culture/U.S. univs._____

6. Titles & pub. dates of principal texts used _____

_____

7. Administrator's comments on curriculum _____

_____

8. Teachers' comments on curriculum _____

_____

Evaluation

1. Is program evaluated _____

2. If yes, by whom, and when _____

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3. Is classroom teaching evaluated _____

4. If yes, how frequently and by whom _____

5. Do teachers evaluate program; how _____

6. Do students evaluate program; how _____

7. Administrator's comments on evaluation _____

_____

8. Teachers' comments on evaluation _____

_____

Methodology

1. Is a particular method followed in program _____

2. If yes, which one(s) _____

3. Administrator's comments on methodology _____

_____

4. Teachers' comments on methodology _____

_____

Possibilities for expansion

1. Physical feasibility _____

2. Curriculum development feasibility _____

3. Staffing feasibility _____

4. Clientele feasibility _____

5. Administrator's comments on possibilities for expansion _____

_____

6. Teachers' comments on expansion possibilities _____

_____

Overall Strengths of Program

Administrator's Comments: _____

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APPENDIX A

Teachers' Comments: _____

Overall Weaknesses of Program

Administrator's Comments: _____

Teachers' Comments: _____

Areas for Improvement

Administrator's Comments: _____

Teachers' Comments: _____

Future Directions

Administrator's Comments: _____

Teachers' Comments: _____

Anticipated Problems

Administrator's Comments _____

Teachers' Comments _____

(Adapted by PIET from "English Language Training Assessment" questionnaire, Academy for Educational Development, English Language Training Assessment, Final Report, Jan., 1987.)

Appendix B

ASSESSMENT OF ELT APPROACHES AND MODELS

Academy for Educational Development
Washington, D.C.

Teaching Assessment Checklist

NAME OF TEACHER _____

LOCATION _____ DURATION OF CLASS ____(min.)

NUMBER OF STUDENTS _____ LEVEL OF CLASS _____

	Outstanding	Very Good	Satisfactory	Fair	Poor
A. THE LESSON PLAN					
COMMENTS (Use back of page if more space is needed)					
B. ENGLISH USE AND USAGE					
COMMENTS					
C. PERSONAL QUALITIES					
COMMENTS					
D. PROFESSIONAL ABILITIES					
COMMENTS					
E. THE IMPACT OF THE LESSON					
COMMENTS (Were the stated objectives achieved?)					

Name of Interviewer: _____
Date: _____

Adapted from Concordia University TESL Center.

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Appendix C
Principles of Language Learning and Teaching. H. D. Brown, Prentice Hall, 1980

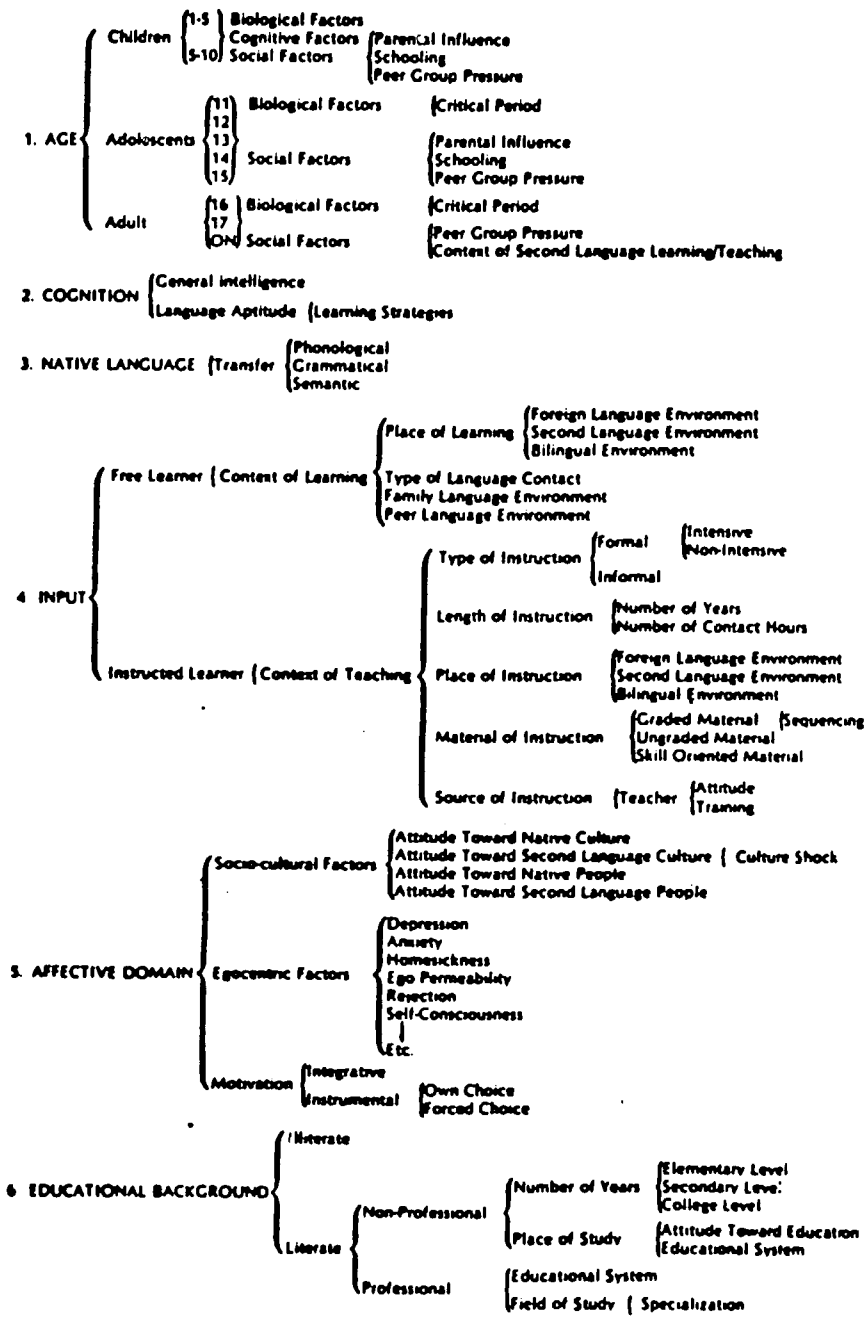

Figure 12-3. Classification of learner variables. (Yorio 1976:61)

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Appendix D

Principles of Language Learning and Teaching H.D Brown, Prentice Hall, 1980.

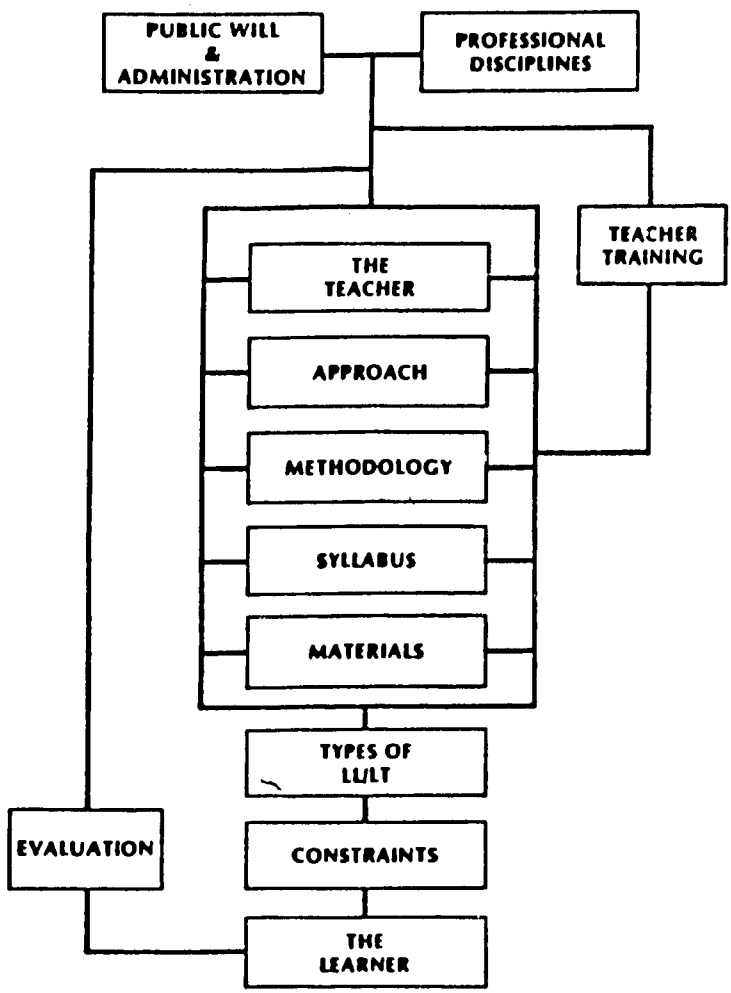

Figure 12-4. A model of the language learning/ language teaching process. (Strevens 1977:276)

4. Second language learning is a part of and adheres to general principles of human learning.
5. There is tremendous cognitive variation from learner to learner in style and strategies.
6. One's personality, the way a person views himself and reveals himself in communication, will affect both the quantity and quality of second language learning.
7. Learning a second culture in all its ramifications is often very much a part of learning a second language.
8. The linguistic contrasts between the native and target language are important—but not exclusively important—aspects of learning the linguistic system.

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APPENDIX E

SAMPLE

APPENDIX E - PROGRAM CURRICULUM

A. PRE-ACADEMIC ESL

Students in this class cannot effectively understand or express themselves in English. The Pre-academic class introduces basic grammatical structures and focuses on oral production in common communicative situations. Oral communication will be reinforced by elementary reading and written work.

1. GRAMMAR: Basic structures are introduced through aural/oral activities; laboratory work emphasizes aural comprehension. Readings and written work are based around grammar points.

2. READING: Reading at this level will serve to reinforce grammar points and introduce as well as reinforce vocabulary.

3. WRITING: Classroom activities will generally be followed up by controlled writing activities to reinforce grammatical structures studied.

4. VOCABULARY: Vocabulary is introduced and expanded through classroom activities, readings, pictures and realia.

5. COMMUNICATION SKILLS: Communication skills are inherent in all activities at this level. Situational practice, laboratory listening exercises, pronunciation work and simulations will reinforce communicative competence.

6. TESTING: At this level testing introduces the student to multiple choice and short answer tests. As well, the student will be tested for oral competency.

A. Content:

1. Weekly grammar and vocabulary review tests.

2. Oral competence will be measured by situational tests.

3. Comprehension questions on short oral/written passages.

B. LOW-LEVEL ENGLISH FOR ACADEMIC PURPOSES CLASS (corresponding to an initial score of 40-60 on the Michigan test) Approx 325-425 TOEFL

Students in this class can understand English and make themselves understood, but they do not have thorough control over grammar and cannot [illegible] writing. The low-level class reviews

basic grammar and introduces intermediate grammatical structures, is an introduction to academic reading and writing skills, and includes a basic introduction to academic study overseas.

I. GRAMMAR: Basic-to-intermediate structures are covered through aural/oral work, readings are based around grammar points and appropriate writing assignments. Laboratory work emphasizes grammatical structures.

II. READING:

A. Reading at this level serves the following purposes:

1. To reinforce grammar points by using readings based on specific grammatical structures.

2. To increase vocabulary.

3. To increase reading speed.

4. To begin to develop reading skills for academic purposes.

Content

1. Paragraphs and short passages to develop academic reading skills:

a. Reading for central idea.
b. Reading for full comprehension.

2. Speed-reading materials.

III. WRITING

A. At this level, concentration is on controlled writing to reinforce grammar. The materials used will also introduce new vocabulary. Classroom discussions are often followed up by written exercises.

B. Content:

1. Dictations--to reinforce grammar and vocabulary.

2. Controlled composition--to reinforce grammar points and introduce new vocabulary.

3. Directed composition--to reinforce grammar points and introduce new vocabulary.

4. Summaries of short listening comprehension passages (laboratory).

5. Free composition--short, timed writings about familiar topics.

6. Spelling rules.

A. Vocabulary is learned at this level through readings, pictures and classroom discussions. The dictionary work helps the student to develop necessary skills for reading and writing.

B. Content:

1. Vocabulary from paragraph reading, pictures, discussion topics.

2. Dictionary work:

a. Alphabetizing.
b. Using guide words
c. Dividing words into syllables.
d. Syllable stress.

V. COMMUNICATION SKILLS

A. Aural/oral skills are used in all aspects of classroom work.

B. Content:

1. Laboratory listening comprehension passages with questions.

2. Dictations to reinforce grammar points and develop written skills as well as to develop comprehension skills.

3. Pronunciation.

4. Class discussion on students' lives, culture, new life overseas.

VI. TESTING

A. Testing at this level continues to utilize multiple choice and short answer tests. It gives the student the opportunity to analyze his/her own strengths and weaknesses.

B. Content:

1. Weekly grammar and vocabulary review tests.

2. Comprehension questions on short oral/written passages.

3. Selected items from practice TOEFL and TOEIC tests.

II. ORIENTATION TO OVERSEAS STUDY (See Advanced Level Class)

C. INTERMEDIATE ENGLISH FOR ACADEMIC PURPOSES CLASS (Score of 60-70 on Michigan)

Students in this class have studied English previously. Their comprehension and conversational abilities are at an intermediate level.

D. Etymology

E. Using a Dictionary

1. Word stems (prefixes, suffixes).
2. Changing words from one part of speech to another.

IV. COMMUNICATIONS SKILLS

A. Aural/oral skills are used in all aspects of classroom work. Special emphasis at this level is on understanding academic lectures.

B. Content

1. Dictation to reinforce grammar points and to develop written skills as well as comprehension skills.

2. Mini-lectures with comprehension questions; notetaking (based on student academic interests).

3. Pronunciation.

4. Classroom discussions.

V. ACADEMIC RESEARCH

A. Students will become familiar with research procedures. Although they will not write a research paper at this level, they will learn how to write one.

B. Content

1. Orientation to reference materials.

a. Use of the library
b. Use of reference books

2. The research paper: an introduction.

a. How to choose and limit a topic.
b. How to take notes.
c. How to footnote and the reasons for footnoting.
d. How to write a bibliography and the reasons for including one.

VI. TESTING

A. At this level the main emphasis is on preparing for the TOEFL/TOEIC test.

Content

1. Weekly tests for review and assessment (multiple choice, fill in the blanks, essay tests).

2. In-depth practice with practice TOEFL and similar tests.

a. Listening comprehension.
b. Structure and written expression.
c. Reading comprehension and vocabulary.
d. English usage
e. Reading and writing.

VII. ORIENTATION TO OVERSEAS STUDY (See Advanced Level course)

D. ADVANCED LEVEL CLASS

The students at this level have a good control of English grammar and have previously studied academic reading and writing skills. The emphasis in this class is on perfecting academic ESL skills and preparing for the TOEFL tests.

I. GRAMMAR: At this level, students have a good control over grammar structure. Grammar is reviewed through reading/writing assignments and through classroom discussions that stimulate the types of discussions encountered in an overseas academic situation.

II. RESEARCH TECHNIQUES AND TERM PAPER WRITING: To reinforce academic reading and writing skills, students will receive an orientation at this level on doing research and writing papers. The purpose is:

A. To teach the following skills involved in research.

1. Use of a library
2. Selecting and narrowing a subject for a term paper.
3. Notetaking from reading, using notecards.
4. Preparing a bibliography.
5. Sorting/selecting notes for use in final paper.
6. Outlining paper.
7. Combining outline and notes into final paper.
8. Presenting paper in final acceptable form.

To reinforce and/or teach reading skills useful in academic research.

1. Skimming.
2. Scanning.

.. To reinforce and/or teach writing skills useful in research.

1. Sentence structure (simple, compound, complex, compound/complex).

2. Paragraph development.

   a. Topic sentences.
   b. Development
   c. Conclusion/transition.

3. Essay/multiple paragraph development.

   a. Thesis sentence.
   b. Varieties of paragraph development.

4. Essay types/purposes.

5. Notetaking skills

6. Using direct quotations/paraphrasing

III. TESTING

A. Expose student to types of tests in academic setting.

1. Multiple choice.
2. Short essay.
3. Long essay.

B. Expose students to variety of evaluation methods.

1. Percent.
2. Letter grade.
3. Evaluative comments only.

C. TOEFL in-depth preparation work.

IV. ORIENTATION TO OVERSEAS STUDY (all levels)

A. This section of the course can be conducted entirely in English (at the intermediate and high levels) or partially in the native language of the students (at the lower levels). The choice of content will depend on the destination/goal of the students (university, long or short-term work, business or industry setting, ec.) StTudents at all levels will be exposed to a variety of information about life in the U.S. and in particular, life at a U.S. university.

B. Content

1. University

a. Types of colleges/universities.
b. Planning a course schedule.
c. Figuring grade point averages.
d. Extracurricular activities.
e. Housing.
f. Working with advisors/professionals/fellow students.
g. Credit structures, school calendars.
h. Meeting graduation requirements.

2. Orientation tos tudying in short-term courses.

a. At a university.
b. At on-the-job training site.

3. Looking at oneself as a member of a particular cultural group.

4. Adjusting to a new culture.

a. Culture-specific information.
b. Ways to approach learning about a new culture.
c. Coping with culture shock.
d. Personal expectations/expectations of host culture.

E. INTENSIVE UNDERGRADUATE/GRADUATE PREPARATORY ESL

For students who have not reached 500 on the TOEFL, this course would serve as an intensive review of material from the previous three courses. This course would be designed to work in areas of the students' weaknesses in relation to their previous TOEFL results. There would be heavy concentration on grammar, reading and listening skills.

(Developed by English Language Department Faculty, Experiment in International Living, Brattleboro, Vermont)

APPENDIX F
Academic Aspects of the 1984/85
YALI Intensive EL Program

MEMORANDUM

To: Danny Lubovich
Director of Courses

Date: 7 April 1985

From: Curt M. Rulon
Academic Co-ordinator

Subject: TABLE OF YALI ACADEMIC STANDARDS projecting TOEFL and Michigan/ Level correlation for YALI Levels, 1984-85 Academic Year Beginning August, 1984 and Ending 31 July 1985

	Low Range		High Range	MTELP/ MTAC	Vocabulary* Level
**Level One	200		350		300
Level Two	350	PRE-TOEFL	500		500
Level Three	225-250		250-325		1500
Level Four	325-350		350-400	32-53	2000
Level Five	400-415		415-425	53-60	2500
Level Six	425-435		435-450	60-67	3000
Level Seven	450-465		465-475	67-74	4000
Level Eight	475+			74-81	5000
Level Nine	P O S T - T O E F L				5000+
Level Ten					
Level Eleven					
Level Twelve					

SUGGESTED CUT-OFF SCORES FOR MICHIGAN ENGLISH PLACEMENT TEST

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8
00-25	25-35	35-45	45-55	55-65	65-75	75-85	85-100

(Standard Error Of Measurement = +/- Five Points)

* Defined, for example, by THE CAMBRIDGE ENGLISH LEXICON (by Roland Hindmarsh), wherein there is listed a graded vocabulary for the first 4000 - 5000 words (approximately those required for the FCE (First Certificate in English), which is commensurate with, roughly, a 450+ R-TOEFL; the word list is graded on a convenient 1-7 basis.

** These projected scores are based on the predication that classes will run five hours per day for thirty days (150 contact hours per level) with faithful attendance in classes by students and professional instruction based on the attached general syllabus which will include level entry and level exit tests when deemed necessary.

2. Findings on the Disadvantages of U.S. ELT

The major drawback often cited as an obstacle to U.S. ELT is cost. Typically, ELT costs are little understood due to its aggregate nature and the inexistence of discrete cost categories. Rather, efforts to study ELT training costs have been frustrated as these costs are often "lumped" with general direct and indirect training costs. However, when direct educational costs such as tuition and material expenses are separated from other indirect costs such as maintenance, travels, etc., U.S. ELT direct costs compare favorably with in-country and third-country costs. Indeed, one of the studies reviewed indicated that weekly tuition costs at an intensive English language program in Bamako, Mali, for example, was almost twice the weekly tuition rate charged at Georgetown University's ALIGU program. While little is known about the demographics of participant maintenance costs in in-country ELT programs, the assumption is usually made that U.S. maintenance costs are generally higher than either in-country or third-country costs. To be sure, when travel to U.S. for academic programs and other costs are included in ELT costs, it is reasonable to expect that non-educational U.S. ELT costs may be considerably higher than for the other two types of ELT discussed here. And while maintenance costs appear to be significantly lower for in-country ELT the little that is known about third-country costs suggest that these costs may not be as low as first assumed. Each component needs to be looked at more carefully in order to understand total ELT costs.

An area where U.S. ELT appreas to be clearly not cost-effective is for those participants going on to short-term technical visits or programs in the U.S. ELT specialists tend to discourage U.S. ELT for technical participants principally on the basis of cost.

A final area where U.S. ELT does not appear to be cost-effective is for the beginning and intermediate learner. Due to high maintenance costs, length of time necessary to reach required levels of proficiencey as well as other factors associated with personal, social and cultural adaptation to a new environment, ELT specialists do not recommend U.S. ELT to non-advanced status participants. Rather, in-country ELT or third-country where adequate facilities and resources exist are presented as more cost-effective alternatives to U.S. ELT for the beginning and intermediate levels.

3. Findings on the Advantages of In-country ELT

Overall, in-country ELT is attractive for almost identical reasons which make U.S. ELT less attractive with cost being the single most attractive aspect. As indicated above under U.S. ELT, cost is the least understood aspect of ELT primarily because ELT costs are often presented as aggregated costs for training in general. Nonetheless, when in-country ELT costs are divided into instructional and support costs (i.e. maintenance, travel, etc.), it is surprising to note that, direct costs such as tuition and materials are often higher than comparable U.S. programs. Data gathered on programs in Mali, Indonesia and Egypt indicate that tuition for in-country ELT was typically higher than U.S. ELT programs with Mali being the highest (almost twice that of ALIGU). In-country costs appear to be clearly lower in the maintenance of participants while they undergo ELT Programs. Again, cost information in this category is nebulous since little is known about the demographics of particpants. For example, do participants live in the same city where ELT takes place? Do they come from regional areas? If so, how much is spent in maintenance? Who pays for maintenance costs or ELT program in general?

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These and many other questions remain to be answered before in-country costs are better understood. Lacking data on exact costs, however, it is widely affirmed by ESL and ELT specialists and practitioners that in-country ELT costs are clearly lower that U.S. ELT. While this is generally so, there is still the need to learn exactly what costs are associated with in-country ELT as well as to ascertain the level of quality of in-country programs in order to make a fairer assessment of the costs and benefits of U.S. and in-country ELT.

Another consensus amongst ELT specialists is that participants should seek to attain the highest level of in-country ELT before going on to U.S. for "topping off." This is usually measured in terms of a TOEFL score of 450 or higher. This assumption is largely predicated on costs rather than the effectiveness of in-country programs. Findings seem to suggest that the higher the level of language proficiency that is attained in-country, as measured by TOEFL and similar testing instruments, the less the time necessary in U.S. ELT and the higher the TOEFL score after "topping off." An additional argument given in support of in-country ELT for beginning and intermediate learners is the fact that participants can concentrate more fully on the learning of English. Because personal, social and cultural factors associated with adaptation to a new environment may greatly interfere with the learning of a new language, especially at the beginning level, specialists believe that learning English in the home country is less disruptive than abroad. The underlying assumption is that learners need only concentrate on the learning of the new language without the anxieties of adaptation to new surroundings and customs.

In addition to being a cost-effective means of ELT at the beginning and intermediate levels, in-country language training also functions as a screening mechanism. Rather than send participants abroad at great monetary and personal costs only to discover that the candidate has little or no language aptitude, in-country ELT can help to discriminate between participants with language aptitude and those without. This screening function as well as the cost-effectiveness of camping out beginning and intermediate ELT may well be two key cost saving merits of in-country ELT which alone warrant the support of in-country language training.

A final advantage of in-country ELT is its ability to foster institution building and inter-agency collaboration. Because ELT institutions in developing countries are often characterized by low program quality and inefficient management, to upgrade them to the level required to train participants often requires program upgrading and general resources development. Hence, the investment in human and material resources as well as organizational developmnt typically contributes to ELT institution building and program development. Often this institution-building effort has translated into collaboration with USAID, USIS, and the Peace Corps--agencies which have cooperated in the development of in-country ELT resources. ELT specialists consider this to be an area of great potential for future development of in-country ELT institutions and interagency collaboration.

4. Findings on the Disadvantages of In-country ELT

Although there are many cost-related benefits to in-country ELT, there are numerous limitations to this type of program. While none of these constraints prevents consideration of in-country ELT, it is important to be aware of the limitations they present.

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That participants in in-country ELT tend to be principally concerned with obtaining a high passing score in TOEFL and that in-country programs may overemphasize "studying for TOEFL" as opposed to the learning of English, are major concerns of ELS and ELT specialists as indicated by the review of litereature in the field. It is pointed out that this type of test-readiness training will help the participant to receive a high score on TOEFL without gaining much understanding of the English language throught the ELT program. Hence, the inflated score becomes a poor indicator of level of language proficiency and may hurt the participant academically when he/she is unable to undertake studies because of the limited knowledge of English.

Associated with and underlying in-country ELT is the notion whether participants in most non-English speaking developing countries can receive the type of language and other academic skills training they need to succeed academically. Indeed, there is consensus among professionals in the field that this academic preparation cannot be acquired readily in the home country with teaching and learning styles quite different from those in the U.S. In support of U.S. ELT, it has long being acknowledged by experts that much more is learned in U.S. ELT than language skills. Often these "secondary" academic skills are learned as a byproduct of being exposed to the pedagogical methodologies used in the classroom which tend to transcend subject matter.

Another limitation of in-country ELT often cited is the lack of opportunity to practice English outside of the classroom. Not only does in-country ELT tend to be bookish, but in a non-English-speaking country there is generally little opportunity to hear or practice English outside of the classroom.

One of the greatest problems faced by in-country ELT is quality control. This general lack of high quality program is due not only to limited resources available but chiefly to low quality and methodological inconsistencies. To be sure, specialists agree that even in the U.S. program quality varies from institution to institution. However, the difference in program quality in the U.S. is small compared to lack of or wide disparity of ESL methods used in in-country ELT programs. Low in-country ELT program quality appears to exist in countries with long ESL tradition. A study conducted in Egypt, for example, indicated that of the multitude of public and private language training institutions and agencies in the country, only one or two could be expected to provide the level of ELT required by AID-sponsored participant training. Other studies suggest that the same program quality problems tend to exist in most developing countries and regions.

Although there is little research evidence to indicate the length of time it normally takes for participants to attain the minimum call forward language proficiency level, some experts suggest that jobs and family responsiblities may interfere with in-country ELT. While it stands to reason that interferences of this type can theoretically delay the time adequate English proficiency is acquired, there are those who suggest the contrary by pointing out that participants can concentrate more fully in learning beginning and intermediate English in-country than in an unfamilair country. The question may be one of level of study (i.e. beginning, intermediate or advanced) and the level of interference may vary from case to case. Indeed, a study conducted of student perception on in-country ELT indicated that employees and families wre generally supportive of the intensive 12-weeks ELT program, with only a few cases where the family interfered with the study. (The ELT program was partially sponsored by the government which was the main employer.)

A final limitation of in-country ELT as noted in the research is the fact that in-country programs are able to do little to facilitate adaptation to U.S. and university

life. Although programs may provide some type of introduction to the topic, in-country ELT tends to be more productive when attention is focused on teaching beginning and intermediate English rather than the more advanced levels.

5. Findings on the Advantages and Disadvantages of Third-country ELT

As little data exists on third-country ELT, inferences are made principally on the basis of in-country ELT research. An exception to this paucity of data on third-country ELT is the Sahel Manpower II in-country ELT feasiblity study which looked at potential regional ELT centers in West Africa.

Third-country ELT per se do not exist in the form of centers designed and operated for the purpose of training third-country participants. Rather, what exists are in-country ELT programs with facilities and resource potentials which could accommodate participants from neighboring countries.

Similar to in-country ELT programs, cost appears to be the most alluring aspect of ELT programs in third countries. But just as little is known about in-country ELT costs, there is an even greater dearth of information still on third-country ELT. (Studies such as the Sahel Manpower ELT feasibility study and the Dominican Republic study conducted by ALIGU have shed some light on in-country tuition costs. What is clear from these findings is the fact that in-country tuition costs vary greatly from country to country and from program to program. Although in-country ELT tuition costs were found to be typically lower than in the U.S., tuition charges for the better programs were not significantly lower than those charged in the U.S. As noted earlier, tuition for the ELT program in Bamako, Mali, was higher. Similarly, Group Seven and Associates found that in Egypt tuition charges in the better programs were at the high end of the U.S. tuition rates for comparable programs. These findings were corroborated by ALI/GU's Indonesia study which found the British Council ELT programs to be equal to or slightly higher in cost than similar programs in the U.S.).

In spite of general bellief to the contrary, tuition cost is not a category where third-country ELT programs can be expected to compete favorably with U.S. programs. The reverse may indeed be the case, with third-country tuition for the better programs being typically higher than for most U.S. ELT programs. Third-country ELT programs may compare more favorably in the category of room and board as well as other costs of maintaining participants in ELT program in third countries.

As indicated above, very little is known about maintenance costs for in-country ELT and even less is known on third-country maintenance costs. From the little that is known, it appears that maintenance costs in third-country may be significantly less than those in the U.S. Peppin's Sahel study indicated that in an ELT program in Dakar, Senegal, with potential for third-country ELT expansion, for example, room and board, and related expenses appear to be significantly less that U.S. expenses. Travel to a third country, another ELT expense, may also be less in most cases than travel to the U.S. But while third-country ELT is generally assumed to be a cost-effective alternative to U.S. ELT, more needs to be learned about the nebulous area of various ELT participant cost factors, as well as the quality of ELT programs in third countries.

With respect to program quality, the same concerns which were addressed above for in-country ELT tend to apply for third country as well. ELT specialists have voiced strong concerns about low program quality, methodological inconsistencies, shortage of and low qualifications of ELT teachers. Added to this is the limitation in program

Advantages and Disadvantages of Third Country ELT

Advantages	Disadvantages
1. Assumed to be less costly than U.S. ELT	1. Costs may not be as low as that assumed
2. Travel and maintenance costs are lower than U.S. ELT	2. Program quality is inconsistent and questionable
3. Seen as cost-effective alternative to U.S. ELT	3. Limited in facilities and resources to accomodate participants from other countries
4. Cost effective alternative to countries lacking in ELT institutions and resources	

1. Findings on the Advantages of U.S. ELT

Findings from observations made in the field by ELT specialists familiar with U.S. programs suggest that while program quality varies from institution to institution, overall, U.S. ELT is of higher methodological standard and quality than in-country or third-country programs. High quality programs, however, does not automatically translate into ELT cost-effectiveness for all rpoficiency levels. Indeed, when compared with data on in-country ELT, there is a general consensus amongst ELT experts that U.S. ELT is not as cost-effective as in-country ELT programs. On the other hand, U.S. ELT appears to be particularly effective at the advanced levels. For example, the Center for Applied Linguistics (CAL) study on English language training in Central America suggests that once students have reached a minimum level TOEFL score in the 450 to 500 range, U.S. ELT was found to be an effective means of "topping off," or, bringing students to the level of language proficiency required by most U.S. academic institutions (TOEFL 500-600). Under most circumstances, students tend to advance to the required levels within 12-13 weeks of intensive U.S. ELT.

The widespread belief that U.S. ELT teaches many other skills in addition to language has led many ELT professionals to advance the argument that studying English at U.S. intensive programs fosters greater linkages between ELT and academic studies. Often cited are such other important academic success determinators as in-depth exposure to the U.S. fast-paced teaching and learning styles, critical thinking skills, effective study skills, and so on. In most instances, participants coming from developing nations have had a limited exposure to the type of academic skills requried to succeed in U.S. university and colleges. This tends to be particularly true of undergraduates whose previous secondary education experience may have been predicated more on a "banking" concept of education rather than the prevailing experientially based U.S. educational system. It is the academic skills that are learned as a byproduct of the U.S. ELT experience which is believed to foster the greater linkages between U.S. ELT and academic studies. Additionally, information gathered from interviews with students as well as observations made by sponsors and program coordinators point to the fact the mere presence in the U.S. and the proximity of academic studies seem to stimulate students to complete the ELT positon as quickly as possible in order to enter their academic programs at the earliest possible date. Finally on the list of the pros of U.S. ELT is the fact that learning English in the U.S. is an intensive experience as students are immersed in an English-speaking environment which supports and enhances the acquisition and usage of the language. The high frequency of opportunity to practice the language alone is considered a major benefit to studying English in the U.S. as compared with in-country or other non-English-speaking environments.

Appendix H

ANNUAL CCS JUST-BEFORE-HOLY-WEEK TEACHERS CONFERENCE
March 21 to 25, 1988

Mon. March 21

10:00-11:45 COMMUNICATIVE TEACHING TECHNIQUES, Mike Jerald. What they are and how to create them for lessons in the text books. Multi Purpose Room.

12:00-1:45 TOTAL PHYSICAL RESPONSE, Martha Thoresen. Basic principles of TPR and how to use it with beginning classes. Multi Purpose Room.

COMMUNICATIVE TEACHING TECHNIQUES, Mike Jerald, Repeat of the 10:00 presentation. Library.

Tue. March 22

10:00-11:45 FIRST DAY ACTIVITIES, Maggie Guardado. Ideas for ice breakers, group builders and more, to use on the first day of class. Room 008.

USING THE RESOURCE ROOM, Alonia Portillo, Vicky Gonzalez, Martha Thoresen. What's there and ideas for using the materials. Especially helpful for new (to the Center) teachers. In the Resource Room.

12:00-1:45 THE NATURAL APPROACH, Susie Monteflores. A demonstration of how to use the Natural Approach with pictures for a lesson in American Streamline. Room 008.

GAMES FOR TEACHING, Jessica Arévelo. Multipurpose Room.

CLASSROOM MANAGEMENT, Nilda Valdez. A discussion to help each other find ways to: motivate students, maintain discipline, and use the language properly. Room 010.

Wed. March 23

10:00-11:45 GAMES FOR TEACHING, Patricia Salegio. Multipurpose Room.

MAKING AMERICAN STREAMLINE MORE COMMUNICATIVE, Jeanne Farrand. Room 008.

12:00-1:45 STUDENT CENTERED TEACHING, Roberto Rivas. A Community Language Learning (CLL) demonstration will be used as the basis for a discussion of the differences between student-centered and teacher-centered teaching. Room 008.

LESSON PLANNING, Vicky Gonzalez and Mike Jerald. Room 010.

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Thu. March 24

10:00-11:45 THE LEARNING CYCLE, Maria Eugenia Escobar. Your students know more and can do more than you may think. This workshop shows you how to tap this powerful resource. Library.

12:00-1:45 THE ISLAMABAD TECHNIQUE, Roberto Rivas. Demonstration of a CLL based activity in which the students use cuisenaire rods to describe a place. Library.

ERROR CORRECTION TECHNIQUES, Vicky Gonzalez and Susie Monteflores. Room 008.

DIALOGUE PRESENTATION TECHNIQUES, Martha Thoresen. Room 010.

Fri. March 25

10:00-11:45 LANGUAGE LEARNING EXPERIENCE, Bijan Kesharvaz and Mike Jerald. Bijan will teach Farsi to the participants for the purpose of studying how each of us learns a language. Mike will lead a discussion on what it was like to be a learner and what this tells us about teaching. Room 008.

MAKING LOW COST TEACHING MATERIALS, Abelina Córdova. Library.

12:00-1:45 SILENT WAY, Nilda Valdez. (Bring Beginnings I) A demonstration of how to use the Silent Way for teaching mass nouns, using the charts, visual aids, and the rods. Room 010.

LANGUAGE LEARNING EXPERIENCE, Susie Monteflores and Mike Jerald. A repeat of the 10:00 session (but with a different language). Room 008.

NOTES:

1. Whenever there is more than one workshop listed for one time period, you must make a choice--you can only attend one.

2. You will get paid 50 percent of your regular pay for each hour you attend, up to a maximum of 12 hours. You may, of course, attend as many hours beyond 12 as you wish.

3. There will be an attendance sheet in each workshop. The presenter will circulate it for you to sign. To get paid, you must sign the attendance sheet for every session you attend.

4. You will need the text book you are currently using for most of the workshops.

CONFERENCE FOR ENGLISH TEACHERS

APRIL 15 and 16, 1988

FRIDAY

10:00 - 12:00	A-HOW TO WORK WITH EXPRESS ENGLISH BEGINNINGS AND TRANSITIONS (ROOM)	Patricia Gutierrez
	B-COMMUNICATIVE TEACHING ACTIVITIES (ROOM)	Michael Jerald
2:00 - 3:45	A-BOOKS AND MATERIALS FOR UNIVERSITY ESL TEACHING (ROOM)	Patricia Gutierrez
	B-ERROR CORRECTION TECHNIQUES	Susana Monteflores
4:00 - 6:00	A-HOW TO WORK WITH AMERICAN STREAMLINE	Patricia Gutierrez
	B-LANGUAGE LEARNING EXPERIENCE	Susana Monteflores and Michael Jerald
	Miss Monteflores will teach Cachiquel to the participants for the purpose of studying how they learn and what this tell us about teaching.	

SATURDAY

8:00 - 9:45	A-BOOKS AND MATERIALS FOR ELEMENTARY SCHOOL TEACHING (ROOM)	Patricia Gutierrez
	B-LANGUAGE LEARNING EXPERIENCE, repeat presentation of Friday's workshop (ROOM)	Susana Monteflores and Michael Jerald
10:00 - 12:00	A-BOOKS AND MATERIALS FOR HIGH SCHOOL ESL TEACHING	Patricia Gutierrez
	B-ERROR CORRECTION TECHNIQUES Repeat presentation of Friday's workshop	Susana Monteflores

Appendix I

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INVITAMOS A LA PRIMERA CONFERENCIA NACIONAL PARA PROFESORES DE INGLES

en el

CENTRO CULTURAL SALVADOREÑO

Dirigido por especialistas en metodología de la enseñanza del idioma inglés, entre ellos la Lic. Patricia Gutiérrez de Gutiérrez, procedente de México y conferencista de Editorial Harla; el asesor técnico del Centro, señor Michael Jerald; y especialistas nacionales del Centro Cultural Salvadoreño.

VIERNES 15: De 10:00 a.m. a 12:00 m., de 2:00 a 4:00 p.m. y de 4:00 a 6:00 p.m.
SABADO 16: De 8:00 a.m. a 12:00 m.

OTRO APORTE EN BENEFICIO DE LA ENSEÑANZA DEL INGLES.

Inscripciones a partir de hoy para profesores de cualquier nivel y para estudiantes de las carreras de licenciatura en idiomas y profesorado de inglés.

Costado Norte de Metrocentro. Tels. 26-9032 y 26-9130.

La institución extenderá carta-constancia de asistencia.

CORTESIA DE

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Harla, S.A. de C.V.
Harper & Row Latinoamericana México, D.F.

Appendix K

CENTRO CULTURAL SALVADOREÑO

COURSE: Becarios, A.I.D. Basic English and Cultural Orientation

TEACHER: (Topic C) JEAN AITKENHEAD

TITLE OF COUSE: Related Functions

SOURCE MATERIAL: Discovering English by Lesson 1-17

AIM

a. Practice in functions related to the Basic English and Grammer Reenforcement classes.

b. Presentation of general verbs through action

c. The presentation of extra vocabulary, not included in other courses.

d. Review of English aquired by students during their school careers.

e. Expose students to English as a spoken language and so improve comprehension skill.

f. Promotion of group spirit and cooperation rather than the teacher/student situation usual in the Salvadoran high school.

g. Pronunciation improvement.

METHODOLOGY EMPLOYED

The following techniques were suded according to the needs of the students.

Direct Method
Total Phisical response
Silent Way
community Language Learning

DETAILED PROGRAM

a. Pronunciation practice, using the alphabet as a basis.

b. Useful expressions for classroom communication in English.

c. Numbers from one to millions, also numbers for telephone.

d. Telling the time, in numbers and in words.

e. Parts of the body and expressions related to illness and pain.

f. Days of the week, months and seasons.

g. Furnishings and clothing. Colors ralted to these. Hair and eyes.

h. Filling out forms: giving information. (name, address, age,

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Appendix L

CENTRO CULTURAL SALVADOREÑO

COURSES: Becarios A.I.D Basic English and Cultural Orientaion

TEACHER: ANA DE ALGER

CONTENT: Related to the gramar structures of basic knowledge for students of English as a second language

GENERAL AIM: Understand and be able to build sentences using verb Be expressing and /or describing basic needs.

METHODOLOGY:

1. Written area:
   a.Drills in Streamline Workbook
   b.Drills in Contemporary Spoken English
2. ORAL ACTIVITIES:
   a.Group Work
   b. Visual Aids.

PROGRAM:

I. Verb to Be in Present
   a.Affirmative Form
   b.Negative Form
   c.Interrogative Form

II. Adjectives
   a.Before Nouns
   b.Possessive adjectives

III. Interrogative Words
   a.where
   b.When
   c.what
   d.how much
   e.how many
   f. why
   g.whose
   h.who

IV. POSSESSIVE FORMS
   a.Review possessive adjectives
   b.Possessive Suffix
   c. Of Phrase.

V. PLURAL OF NOUNS
   a. Regular
   b. Iregular

VI. THERE IS - THERE ARE
   Indicating existence: Affirmative form
   Negative Form
   Interregative

VII. SOME - ANY
   a. Uses in affirmative form
   b. Uses in negative forms
   c. Uses in interrogative form

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CULTURAL ORIENTATION APPENDIX M

gosto	Introducción - What are my expectations?	Mr. Andrew J. DiMauro	3-4 p.m.
agosto	U.S. History with a focus on the South - Central Region	Mr. Quentin Farrand	5-6 p.m.
agosto	" " "	" " "	5-6 p.m.
agosto	" " "	" " "	5-6 p.m.
agosto	"El Salvador una Nueva Imágen": "Embajadores Cuzcatlecos"	Mr. Hugo Oswaldo Lima ISTU	5-6 p.m.
gosto	" "	" " "	3-4 p.m.
agosto	" "	" " "	5-6 p.m.
gosto	U.S. Culture-Multicultural Society	Mr. Bob O'Leary	5-6 p.m.
gosto	" " " "	Mrs. Jeán Alvarez	5-6 p.m.
.o	U.S. Values Analysis of Lifestyles	Miss Nilda Valdez	5-6 p.m.
gosto	Culture Shock - What is it?	Mr. Jorge Piche	5-6 p.m.
gosto	Cross Cultural Analysis U.S. El Salvador	Lic. Sara Alicia Vásquez	3-4 p.m.
gosto	Techniques for Culture-Shock Survival	Mr. Julio Valle	5-6 p.m.
osto	Geography of North America	Jeanne Farrand	5-6 p.m.
osto	Social Customs for Americans	Mrs. Beatriz Cortez	5-6 p.m.
osto	U.S. University System	Mr. Jorge Piche	5-6 p.m.
osto	The Situation today between the U.S. and Central America	Dr. Francisco Bertrand Galindo	5-6 p.m.

CENTRO CULTURAL SALVADOREÑO
DIRECCION
San Salvador

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CHA	TEMA	EXPOSITOR	
9 agosto	Political Debates	Dr. Francisco Bertrand Galindo	3-4 p.
1 agosto	Where are we going?	Mr. Julio Valle (Louisiana) Lic. Vilma Girón de Magaña(New México)	5-6 p.
:. septiembre	American Food	Mrs. Beatriz Cortez	5-6 p.
septiembre		Fusades	5-6 p.
septiemb re	Conclusion - What are my expectations?	Mr. Andrew J. DiMauro	5-6 p.

CENTRO CULTURAL SALVADOREÑO
DIRECCION
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APPENDIX N

SEMINARIO DE INGLES INTENSIVO Y ORIENTACION CULTURAL

HORARIO	GENERAL
7:00 - 8:00 a.m.	Desayuno
8:00 - 10:00 a.m.	Inglés Intensivo
10:00 - 10:30 a.m.	Receso - Refrigerio
10:30 - 12:30 p.m.	Inglés Intensivo
12:30 - 2:00 p.m.	Receso - Almuerzo
2:00 - 4:00 p.m.	Inglés Intensivo
4:00 - 5:00 p.m.	Hora Libre (excepto los sábados) u orientación especial
5:00 - 6:00 p.m.	Orientación Cultural (sábados 3:00 p.m. 5:00 p.m.)
6:00 - 7:00 p.m.	Cena
7:00 p.m.	Actividades Especiales

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San Salvador

APPENDIX O

SEMINARIO DE INGLES INTENSIVO Y ORIENTACION CULTURAL

9 AGOSTO - 3 SEPTIEMBRE

ACTIVIDADES ESPECIALES

FECHA	HORA	ACTIVIDAD	LUGAR
9 agosto	7:00 p.m.	Cena Bienvenida - Hotel	
10 agosto	4:00-5:00	Información General y Libre	
11 agosto	6:30-8:30	Estudio Dirigido	
12 agosto	7:00	Película	
13 agosto	6:30-8:30	Estudio Dirigido	
14 agosto	6:00	Rancho Alegre	
17 agosto	7:00	Libre - Charla de Cortesía y Urbanidad	
18 agosto	6:30-8:30	Estudio Dirigido	
19 agosto	7:00	Libre - Charla de Cortesía y Urbanidad	
20 agosto	6:30-8:30	Estudio Dirigido	
21 agosto	7:00	Cena con Familia Americana	
24 agosto	7:00	Libre	
25 agosto	6:30-8:30	Estudio Dirigido	
26 agosto	6:30	Comida Americana - Bufet	
27 agosto	6:30-8:30	Estudio Dirigido	
28 agosto	7:00	Cena con Familia Americana - C.C.S.	
31 agosto	7:00	Libre	

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FECHA	HORA	ACTIVIDAD	LUGAR
1 septiembre	6:30-8:30	Estudio Dirigido	
2 Septiembre	6:30	Película	
3 septiembre	6:30	Cena de Despedida	

NOTA: Cualquier modificación, por imprevisto, será resuelta y comunicada.

CENTRO ESCOLAR DOMINGO
DIRECCION
San Salvador

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APPENDIX D

CENTRO CULTURAL SALVADOREÑO

A.I.D. PROGRAM

EVALUATION SHEET

A = Well Above Average
B = Above Average
C = Average
D = Below Average
E = Well Below Average

	Participation	Spirit of cooperation	Oral comprehension	Pronunciation	Speaking ability	Attendance (Total number of hours of the course)	Second Attendance (Total number of hours attended)		GENERAL REMARKS
1. AVILA, JOSE AMILCAR	C	C	D	C	C	24	24		
2. BELTRAN CASTILLO, MARIA DEL CARMEN	D	C	D	E	D	24	22		
3. BELTRAN, JOSE ERNESTO	C	C	C	C	D	24	24		
4. COTO DURAN, PEDRO ROLANDO	C	C	C	C	C	24	24		
5. CENTENO, JOSE MARTIN	B	A	C	C	C	24	24		
6. COREAS ROMERO, NOE ANTONIO	C	C	E	E	E	24	24		
7. DOMINGUEZ C., JOSE VINICIO	C	C	C	C	C	24	20		
8. DIAZ, NELSON EURIPIDES	D	D	D	C	D	24	23		
9. EQUIZABAL, SONIA MARLENY	B	B	C	C	C	24	23		
10. FIGUEROA, CIRO EDUARDO	D	C	E	E	E	24	24		
11. FLORES, JOSEFA ELIZABETH	D	D	D	C	D	24	20		
12. JOYA, LEONEL HILDEBRANDO	C	C	C	C	C	24	24		
13. MARTINEZ, CARLOS ROBERTO	C	D	C	C	C	24	24		
14. MELARA, ANA DEL CARMEN	C	D	C	C	C	24	23		

ANDREW DIMAURO
PROGRAM DIRECTOR

ANA SALINA DE ALGE
RAFAEL SERRANO
JEAN AITKENHEAD

ITRO CULTURAL SALVADOREÑO

A.I.D. PROGRAM

EVALUATION SHEET

A. = Well Above Average
B = Above Average
C = Average
D = Below Average
E = Well Below Average

	participation	spirit of cooperation	oral comprehension	pronunciation	speaking ability	attendance hours scheduled	hours attended	GENERAL REMARKS
15. MENDEZ, MARIA CANDELARIA	D	C	E	D	E	24	24	
16. MELENDEZ, ANA LIDIA	C	C	C	C	C	24	23	
17. MELGAR, LORENA DEL CARMEN	B	A	B	C	C	24	24	
18. MARTINEZ, JOSE RENE	C	C	D	D	D	24	24	
19. MORAN, ALFONSO ENRIQUE	C	C	C	C	C	24	24	
20. PORTILLO, JORGE ALBERTO	A	A	A	C	B	24	24	
21. PEÑA, PEDRO JOSE	D	D	D	E	E	24	21	
22. PEREZ RODRIGUEZ, SILVIA	C	C	D	C	D	24	24	
23. REYES M., ANA JULIA	A	A	B	C	B	24	24	
24. ROSALES VANEGAS, EDGAR VLADIMIR	C	C	D	C	D	24	24	
25. SANDOVAL OSCAR	D	C	E	E	E	24	24	
26. TREJO, ELSY YANIRA	D	C	E	E	E	24	24	
						24		

ANDREW JOSEPH DIMAURO
PROGRAM DIRECTOR

ANA SALINAS DE
RAFAEL SERRANO
JEAN AITKENHEAD

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APPENDIX Q

APPLIED ENGLISH CENTER GRADING STANDARDS

E. Soppelsa--7/28/81
revised 2/5/82

AREAS OF STUDENT PERFORMANCE TO EVALUATE:

I. Progress within the skill area. (Assign 0-4 points based on GRADING STANDA

How much has the student improved in the skill area since the start of the term?
How steady has that progress been?
How actively has the student tried to use English to communicate his/her ideas?

II. Participation in class. (Assign 0-4 points based on GRADING STANDARDS)

How actively has the student participated in class activities?
How successfully has s/he completed in-class assignments?
How faithfully has s/he completed make-up assignments?

III. Attendance. (Assign -4 to +4 points based on statement below)

How faithfully has the student been in attendance?

+ 4 points .... no more than 5% of the total days missed
+ 3 points .... no more than 7% of the total days missed
+ 2 points .... no more than 10% of the total days missed
+ 1 point ..... 11-20% of the total days missed
0 points .... 21-24% of the total days missed
- 1 point ..... 25-30% of the total days missed
- 2 points .... 31-40% of the total days missed
- 3 points .... 41-50% of the total days missed
- 4 points .... 51-100% of the total days missed

NOTE: Add 1 point if student has made up all work missed.

IV. Homework. (Assign 0-4 points based on GRADING STANDARDS)

How faithful has the student been in doing homework and make-up assignments on time?
How successful has s/he been in completing assignments as directed?

GRADING STANDARDS:

4 points .... Outstanding. Clearly superior. Student meets teacher's expectations of excellent performance.

3 points .... Better than average. Student's performance better than the acceptable norm.

2 points .... Average. Student meets teacher's expectations of acceptable performance.

1 point ..... Poorer than average. Student's performance falls below teacher's expectations of acceptable performance.

0 points .... Unsatisfactory. Student's performance unacceptable.

CONVERSION TO LETTER GRADES (total of points in each of the four areas above):

Total points	Letter grade	Total points	Letter grade
16	A	8	C
14-15	A-	6-7	C-
13	B+	5	D+
12	B	4	D
10-11	B-	3	D-
9	C+	0-2	F

ndbook for Graduate Teaching Assistants at the Applied English
nter University of Kansas Lawrence Kansas © 1982 77

REPORT ON ENGLISH LANGUAGE TRAINING REQUESTED BY USAID/GUATEMALA

- o English Language Training at the Universidad del Valle de Guatemala
- o English Language Training Program for Guatemalan Supreme Court Justices in Harvard Law School Cooperative Fellowship Program
- o English Language Training at the Universidad de San Carlos de Guatemala, CALUSAC Center

Prepared by ELT Specialist Richard Sansone

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for

United States Agency for International Development
Office of International Training
Washington, D.C.

Coordinated by

The Experiment in International Living

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ELT PROGRAMS AT LA UNIVERSIDAD DEL VALLE DE GUATEMALA

I. PROJECT OVERVIEW AND BACKGROUND

USAID/Guatemala requested the services of an English language teaching specialist through for Partners in International Education and Training to assess the capability and suitability of the English Language Training Programs at the Universidad del Valle de Guatemala for preparing AID paricipants for overseas training. The scope of the work conducted included a review of English Language Training (ELT) Programs currently in place at the Universidad del Valle (UDV) and an assessment of these programs in accordance with specific established ELT Program evaluation criteria. Finally, observations and recommendations were made regarding the merits of current ELT at UDV and the direction that this training should take to provide adequate preparation for AID participants.

Initially, the AID consultation only requested an analysis of the ELT Program currently offered for AID Central American Peace Scholars (CAPS) participants at UDV. However, the existence of several ELT Programs at the university required a more complete assessment focusing on each program in order to provide a comprehensive set of recommendations for improved ELT at UDV. Data for this study was compiled through consultation with ELT-related personnel at UDV, including adminstration, faculty, staff, and students. In addition, all available program-related materials were reviewed, including texts, materials, catalogues, program descriptions, previous ELT reports on UDV and Guatemala. Finally, ELT classes, resources, and facilities were observed. A full listing of consultations, documents, and observations in in Appendix I.

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II. CRITERIA FOR EVALUATION OF ELT PROGRAMS

There is general concurrence in the field of Teaching English-as-a-Foreign/Second Language (EFL/ESL) that a certain set of minimal standards must be set for successful teaching programs. In evaluating any such program, it is useful to have these criteria clearly delineated and established in advance. The following list of criteria were used in assessing ELT at UDV and were established by previous American Language Institute/Georgetown University (ALI/GU) needs assessments and criteria suggested by the faculty at the School for International Training/Experiment in International Living.

A. Curricula

The ELT Program should operate under a set of curriculum guidelines with well-defined performance objectives. Since the participants in the ELT Programs at UDV are studying English for academic training programs, the curricula must provide a program to develop students' skills in listening, speaking, reading, and writing for academic purposes. A program focusing on developing one or two discrete skills areas, such as reading and writing, is insufficient for these participants. In addition, participants going into academic programs face heavy demands in analytical reading and writing, instruction not usually found in basic English classes and skills often not practiced by foreign students in their native language. Participants need to acquire these skills and learn how to use a university library, how to research and write a scholarly paper, and how to ask questions and know which questions to ask in order to get the kind of information needed. The curricula, therefore, should reflect and respond to this need for English for Academic Purposes (EAP).

Most importantly, it is critical that all aspects of the ELT program be integrated and unified by a sound pedagogical rationale. The well-designed program will be based on a set of performance objectives which will determine the pedagogy, texts, and materials selected.

B. Class Groupings

Classes should be divided fairly homogeneously by proficiency levels. This is best accomplished by entrance testing and placement into classes. A minimum of four levels should accomodate these groupings: beginning, low-intermediate, intermediate, and advanced.

C. Class Size

Classes should vary between five and fourteen students; classes smaller than this prevent necessary interaction among students and teachers, while classes of more than fourteen students prevent individual attention to student needs.

D. Instructional Materials

Students will require several sets of textbooks and associated materials as they progress through the various levels of the training program. Experience is needed in selecting these textbooks and knowing when to change them. Currently, the EFL/ESL field offers a variety of good texts which focus on acquistion of basic and academic skills. Ideally, students should own their own texts. A resource room for teachers with a good collection of current texts, materials, and audio-visual aids will assist in lesson preparation and providing the students with exposure to a variety of materials as well as in creating a rich and varied linguistic environment for language learning.

E. Intensive Programs

Except for advanced level students, instruction should be intensive, four-to-five hours per day, five days per week. The intensive curriculum is balanced to include all skills areas (listening, speaking, reading, writing,) as well as any special training in accordance with the program learning objectives and needs (EAP, cross-cultural orientation, etc.).

F. Scheduling Flexibilty

Since students will progress at different rates, it is advantageous to periodically re-group them according to current proficiency and learning needs. These re-groupings should be frequent enough to maintain homogeneity in proficiency levels but should not upset the coherence and continuity of particular course offerings (and, risk affecting the student's language learning progress by "demoting" him®her in the middle of a course). If ELT is scheduled within the context of a university schedule, EFL classes should equally divide semesters or quarters. During a sixteen-week semester, for example, two eight-week EFL courses should be offered. Once performance objectives have been reached, this flexibility will facilitate admission to regular university courses.

G. Year-Round Training

ELT courses should be offered on a year-round basis to guarantee continuity of instruction/learning.

H. Faculty

The EFL teachers should be experienced and well trained in current EFL teaching methodology. A well-trained and experienced non-native EFL teacher is usually preferable to an untrained native speaker of English. Professional involvement of the EFL instructors should be unofficial departmental policy to ensure that they are kept abreast of developments in the field of TEFL, to ensure quality instruction, and to avoid professional "burn out." This involvement can include attendance at periodic conferences, workshops and seminars and provision of current scholarly journals to complement teachers' resource room offerings.

The program director/department head should, likewise, have considerable experience in the field of TEFL, as well as several years' experience in ELT program administration. All staff should have, futhermore, sound understanding of the field of EAP.

I. Cultural Orientation

Cultural orientation should also be included in a program which prepares participants for study outside their own country. Students should receive information about U.S. academic life in addition to general information about life in the U.S. (including social institutions and conventions, typical U.S. urbanization and living space, communications systems, and elements of non-verbal communication particular to the U.S., e.g., gestures, dress, "body language").

J. Facilities

While good instruction depends more heavily on well-trained, experienced, innovative instructors than it does on excellent physical facilities, there are certain aspects to consider for a good learning environment. Among these are good lighting, adequate space, moveable desks, and basic tools of instruction (chalkboard, ditto/photocopy machine). Programs endowed with more extensive facilities such as language laboratories, libraries, and audio-visual equipment should be evaluated on how well these facilities are used rather than on mere possession of these items at the institution.

K. Cost Effectiveness

Cost effectiveness of an ELT Program should be measured both by the length of time required to prepare a participant for departure/commencement of regular academic courses and by the extent to which training programs are successfully completed without extension of the prescribed training program. Measurement of how long it takes to bring about a desired TOEFL score, for example, is not a sufficient indicator of program success.

L. Frequent Evaluations

Students: Criteria should be established for appropriate entry to and exit from academic EFL programs. Students should be evaluated periodically using appropriate English tests to assess that learning has occurred and that performance objectives have been met. Staff should have experience in preparing and interpreting test results.

Program: In addition to student evaluations, the program should likewise be evaluated both by its own staff and students and by independent outside evaluators to determine if goals are being met and to make recommendations for improvement.

III. ENGLISH LANGUAGE TRAINING AND ENGLISH LANGUAGE TEACHER TRAINING AT LA UNIVERSIDAD DEL VALLE DE GUATEMALA

The Universidad del Valle de Guatemala (UDV) was founded in 1966. It evolved from the American School of Guatemala which is housed on the same campus and has functioned as a laboratory school in Guatemalan education for over 30 years. The university departs from and complements the traditional Guatemalan university model, offering B.S. and B.A. degrees in addition to the more prevalent training degrees (licenciatura, and titulo) offered in other national university curricula. Emphasis at UDV is on the basic sciences, social sciences, and education and on their application to the needs of the nation and region. Beyond ascribing to the ideals of the traditional U.S. liberal arts education, strong influence of the American system is found both in faculty exchange programs and curricular offerings. U.S. support of the university's programs is manifested in several forms. UDV has been the recipient of the American Schools and Hospitals Association (ASHA) grants for eight years, with a total endowment from ASHA of over seven million dollars. These monies have been allocated for facilities, equipment, and program and staff development.

While the ELT/TEFL programs at UDV have benefitted indirectly from the ASHA grants, one of the ELT programs at UDV currently has 50 AID-sponsored CAPS recipients. Although the intended scope of the current evaluation concerns the status, efficiacy, and enhancement of that particular program, the criteria established for ELT programs in the preceding section should apply universally to all ELT efforts at UDV. It is recommended that AID/Guatemala monitor and assess UDV's efforts to meet with established criteria for ELT prior to assigning future AID-sponsored program participants to a course of study at UDV.

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Currently UDV offers two discrete EFL programs and one TEFL course. The evolution of the three has been entirely separate and there is little evidence of coordination of these programs. No true Department of English or EFL exists at UDV, and ELT seems to have little importance or coherence. There is awareness of the lack of integration of EFL programs and efforts, however, and recently a department head was appointed from the faculty at UDV to improve coordination of ELT efforts. Given the general laissez-faire attitude in which programs have developed and the lack of official university status accorded ELT at UDV, this well-intended effort may not result in the changes needed for UDV to meet established criteria and create a well-defined and coherent curriculum of instruction in English. Following is a brief description of the three EFL programs at UDV. Each program is examined using the criteria mentioned previously.

A. Ingles Instrumental: Basic English

Any entering freshman at UDV whose performance on the diagnostic exam shows insufficient reading/writing skills in English is required to take two semesters of Basic English. This three-hour per week ELT course is taken in addition to normal university courses. According to its syllabus, Basic English I is "a course in reading comprehension for students who have some difficulty with English as a foreign language.... It is intended to help students read books, textbooks, works of reference and general academic interest, sourcebooks and journals in English." Basic English II, the second semester block of ELT for freshmen found deficient in EFL skills, is described as "an integrated course in reading comprehension for students with the specific purpose of learning how to read in English.... It can be described as a course for learners of English with academic purposes." The third and final semester of ELT in the Basic English Program (Basic English III) is listed as a course "designed to teach students to read analytically and logically. It is intended for students who are still mastering elementary grammar patterns and whose knowledge of English requires 'How to go about reading'." Complete course syllabi for the three Basic English courses are found in Appendix II.

B. Special English/Intensive English

The ELT program courses designed for the CAPS participants are considered intensive programs and are called either Special English or Intensive English. No course syllabi nor descriptions are available. Unlike the Basic English courses, these courses meet ten hours per week and are completely separate although they share the same faculty. Classes are geared to preparing the students to "pass" the TOEFL exam during their second year of study at UDV in order to continue studies during their junior and senior years at a U.S. university. The course content, texts, materials, etc., are determined by individual instructors for these courses, and there is no coordination among teachers in regards to curriculum.

C. Profesorado de Ingles: EFL Teacher Certification

The other ELT program at UDV is an EFL teacher certification program. This training takes place on Saturdays for four hours over a four-year period. Although responsibility for this program falls under the Department of Education at UDV, many of the faculty in the program are the same as in the other ELT programs. The Saturday program encompasses four courses per day per semester for four years. The courses are taught in Spanish and English, and include a wide range of offerings. Among these are courses in EFL skills, history of the English language, grammar courses, speech and phonetics, literature, basic math, statistics, philosophy, and history. Students are admitted to the program based on several criteria, including a diagnostic exam of EFL.(see Appendix III for the program description)

D. Other Courses in English

Through the faculty exchange program, several courses in different academic skill areas are offered at Del Valle in English. Emphasis on proficiency in English is stressed in order to assure that students are able to perform well in courses given exclusively in English and so that any course texts in English can be fully understood.

IV. ASSESSMENT OF ENGLISH LANGUAGE TRAINING PROGRAMS AT LA UNIVERSIDAD DEL VALLE DE GUATEMALA

A. Curricula

Since there are three separate and independent ELT Programs at UDV and no curricular coordination among these programs, major revision in this area is needed. The absence of an ELT curriculum for the Intensive course encourages duplication of efforts, gaps in training, and general lack of direction. As one of the instructors in the program said, "they feel their way through." This situation results from a lack of guidelines or performance objectives for ELT and reflects the lack of an overall philosophy of ELT. The specific components of the Intensive program are geared toward "passing" the TOEFL and toward EAP: these cannot be equated with learning objectives. The only measure of successful training (and this is not a true measure) is the TOEFL score. The fine performance of CAPS participants on the TOEFL can best be understood as a reflection of the high scholarship found in this group and of the program administrator's diligence in selection and testing.

The situation for the Basic English courses is no better. The curricular imbalance and gaps in the program are tremendous; the only understood performance objective is to pass courses, and passing courses does not really constitute a true measure of successful ELT. Since these programs have been in place much longer than the Intensive ELT courses, they should show greater curricular coherence and definition.

The Profesorado ELT/TEFL program evidences great imbalance in and offerings inappropriate to an English teacher training curriculum. The existence of mathematics, philosophy,and EFL classes in the program is questionable. Greater emphasis is given to theory than to practice, and there is insufficient attention to elements critical to good TEFL preparation, for example, current methods and techniques, curriculum development, materials and lesson preparation. There is strong evidence that the emphasis given to basic EFL training in the program reflects filling the program rather than providing comprehensive, high quality training for teachers of EFL (whose English skills should be uniformly very good prior to admission to any such program).

The parallel and disparate ELT efforts at UDV in these programs represent a waste of human and physical resources and reflect no general coordination, binding philosophy, efficient administration, nor specific performance objectives. All programs, finally, give inordinate attention to reading and writing skills to the almost total exclusion of listening and speaking skills. The EAP efforts are good but not complete nor comprehensive: they reflect the fine intentions of the instructors and CAPS program administrator to better prepare participants for academic study but, as with all course offerings, suffer from lack of comprehensive coordination in the ELT curriculum.

B. Class Groupings

The class groupings for ELT for the three programs are based on uniform proficiency (or lack thereof) upon admission to the programs. The diagnostic exam is an inadequate tool in its current form and contains lexical, syntactical, and structural errors. The levels in existence assume homogeneity of ELT needs as well as proficiency of participants; all enter with the beginning course and exit upon either attaining TOEFL score "X", passing the courses, or enrolling at another training center (IGA or CALUSAC). The heterogeneity of groupings in the Profesorado Program frustrates participants and lowers training standards and reputation.

C. Size

Class size is generally good in the programs, with a few exceptions. Most classes have fewer than 20 students.

D. Instructional Materials

The lack of general curriculum and coherence in ELT at UDV is reflected in the likewise haphazard approach to instructional materials. All texts and materials are chosen by instructors with no regard to overall curriculum guidelines for the programs. Some of the texts used are very good and contemporary (American Kernel Lessons, Missing Person) while others are antiquated and representative of audio-lingual/grammar

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translation approaches to ELT (English 2000). Some courses have no text. Students work from photocopies of texts or from handouts given by instructors. This is a cumbersome and inefficient method of providing materials. There is no teacher resource room, no sharing of materials, and no coordination of curriculum and texts among teachers. Good EAP texts are now available for use in the CAPS ELT Program, as per recommendations given in an assessment of ELT at UDV last year.

E. F. and G. Intensive Programs, Scheduling Flexibility and Year-Round Training

The so-called Intensive ELT Program does not meet established criteria for intensive programs. The course meets only ten hours per week, generally during the morning. The burdens on scheduling that this poses for participants are immense: some students' class schedules run from 7:00 a.m. to 8:00 p.m. General ELT scheduling makes no allowance for discrete rates of progress, and students proceed to more advanced levels at the end of the semester along with all members of their class (assuming passing grades). Although ELT at UDV is technically given in preparation for academic training, it is more truly given parallel to the latter. ELT is not given on a year-round, but rather on a semester-bound basis.

H. Faculty

Although the faculty are hard-working and well-intentioned, the majority do not have formal training in ESL/EFL methodology. Some classes observed were excellent with well-planned, communicatively based, activities. Others depended more on grammar translation, on exercise books or on out-dated materials and methodologies.

The department head, although well-intentioned, does not have training in ELT and does not seem to have the power to bring about the changes needed.

On the other hand, the person responsible for testing and selecting participants for the scholarship programs demonstrates excellent

organizational, administrative and technical skills. The success of the CAPS participants in the ELT and academic courses can be attributed in part to her work in selecting them.

Since it was beyond the scope of this study to investigate the English Teacher Certification Program (Profesorado de Ingles), only three instructors in the program were consulted, as were three students. General comments regarding the program are found under separate categories.

I. Cultural Orientation

No discrete cross-cultural training component was found in existence at UDV for the students preparing to study in the United States. Efforts in this regard are made by instructors and administrators on a random *ad hoc* basis.

J. Facilities

The facilities at UDV are quite good. Perhaps due to the low status accorded ELT, not much has been done to further equipment/facilities endowments for ELT. While the basic facilities are quite adequate, more extensive ELT-specific facilities e.g.,language laboratory, ELT resource room for teachers, audio-visual equipment, are either not in existence or poorly exploited for ELT (as in the use of library facilities). AID has provided the CAPS participants with "Walkman" personal stereos along with some fine texts and accompanying tapes for listening comprehension purposes as well as with some very good EAP texts. Further, there is a mini-resource center for the CAPS students. ELT-specific facilities/equipment development, however, is neither comprehensive nor coordinated.

K. Cost Effectiveness

One factor to be considered by AID in assessing the cost effectiveness of ELT at UDV concerns the non-transferral of some of the academic grades

which, although considered good in the Guatemalan/UDV system, may not be high enough to meet transfer standards of the U.S. universities involved. Currently, passing TOEFL scores of participants within prescribed schedules are the only measurement indicators of successful ELT and cost effectiveness. In future AID-sponsored programs at UDV, the recommendations for a revamped ELT Program will figure strongly in assessing both appropriateness of training provided and cost effectiveness.

L. Evaluations

The diagnostic examination used for the Basic English and Profesorado Programs at UDV is ineffective and inadequate. The examination used for admission to the AID programs, based on the academic quality and promise of the participants selected, is evidently very good. No placement exam *per se* is used in the ELT programs, and no departmental exams to assess learning are regularly used.

Program evaluations have been external but frequent during the past few years. No formal internal evaluation procedure, by staff or students, exists to assess whether goals are being met or to suggest improvement.

V. RECOMMENDATIONS AND OBSERVATIONS

1. ELT Department: Initially, official departmental status should be accorded to English Language Training by the Rector/Board of Trustees of the Universidad del Valle de Guatemala. The creation of a discrete and integrated Department of English or Center for English as a Foreign Language is critical in coordination of ELT efforts and will help raise standards of instruction, thus increasing the prestige of the English Language offerings at UDV. A highly regarded Center for Teaching English as a Foreign Language/Department of English will also have the effect of increasing non-undergraduate enrollment in ELT at UDV by attracting adults from the community who are interested solely in developing and improving English language skills and proficiency. The net effect in the long term will be increased program offerings and expertise.

2. Teacher Training Program: While arguments can be made in favor of retention of the English Teacher Certification Program (Titulo de Profesorado de Ingles) under the auspices of the Department of Education, the close coordination of ELT and TEFL programs by one department offers the potential for maximum utilization of human and physical resources, expertise, and common training efforts. The ELT and TEFL programs are thoroughly complementary in theory, but not in practice at UDV currently. Some examples of the benefits of an integrated ELT/TEFL department include utilization of TEFL faculty for in-service teacher training programs for EFL instructors, the hiring of the finest graduates from the TEFL program for teaching EFL, the collaboration in providing TEFL internships (practicum) in the Center for TEFL. In sum, the common nature of EFL/TEFL programs, curricula, expertise, staff, professional standards and organizations, and general training efforts are so closely linked that to divide these programs between two departments diminishes their potential.

3. EFL Department Administrator: The Universidad del Valle's English Department/Center for EFL needs the expertise, training, and experience of a thoroughly competent department head to administer the integrated EFL/TEFL efforts of the department. It is recommended that this position be advertised in the United States (in the Chronicle of Higher Education, the MLA Job List, and in the TESOL Newsletter) in order to draw from a large pool of highly qualified field specialists. It is further suggested that the individual chosen for the position possess a Ph.D. in TEFL/TESL, Applied Linguistics, or the equivalent. The ideal candidate, moreover, will have several years' experience in teaching EFL/ESL, in EFL/ESL program administration, and in teaching in or administration of graduate level programs in TEFL/TESL or Applied Linguistics. Additionally, the candidate should have experience in development of curriculum and materials and in test development. S/he should be professionally active both in terms of organizations and publications and possess excellent administrative and organizational skills.

Direction, definition, and coordination are essential to improving the ELT efforts at UDV, and expense should not be spared in attracting and contracting the highest caliber of administrator possible. The initial

contract should be for two years with possibility of renewal. A one-year contract for this position is not recommended as the first year's experience may prove irregular due to the tremendous restructuring involved. A very good salary and benefits package should be offered. The contract should commence with the inception of the summer vacation period, thus allowing at least two months' lead time prior to the beginning of semester courses.

4. ELT Curriculum: The initial task confronting the administrator will be that of developing a well-defined and coherent curriculum based on specific EFL/TEFL performance objectives. (See Appendix IV for a sample program curriculum.)

The ELT curriculum should be intensive in nature, provide a balance of training in all skill areas, and provide for at least four sequenced and coordinated proficiency levels, including a strong EAP component. A special cross-cultural training course should be included and required of any students intending to further their education in the United States. A sound pedagogical rationale and philosophy of EFL/TEFL training should be evident in and bind all aspects of curriculum. A carefully selected progression of current texts and materials will reflect the learning objectives consonant with this rationale as will contemporary EFL/TEFL methodologies employed in instruction.

Texts: It is recommended that all students possess their own texts, whenever possible, and that these be made readily available for purchase by the students. For those students who cannot afford to purchase texts and must work with photocopies, a copy of the required texts and materials should be available for consultation in the reference section of the library.

6. In-Service Teacher Training Program: An in-service teacher training program is also recommended, and should draw from the expertise and resources available within the department. The department head, whose responsibility it will be to design and implement such a program, will have the additional task of providing periodic training seminars and workshops

for the entire ELT faculty and TEFL students. In addition, ELT staff involvement and participation in professional EFL/ESL organizations and activities should be encouraged and facilitated. Funds should be sought to send at least one staff member to the yearly TESOL convention in the U.S. Attendance at regional and national EFL conferences should also be made available for a number of faculty members.

7. Teacher Qualifications: In order to reach high standards of ELT at UDV, certain adjustments in faculty should be made. Full-time teaching loads at UDV should be accompanied by salaries high enough to justify and require exclusive commitment to UDV's English Language Training efforts. This will also avoid the occurrence of teaching schedules fragmented among several institutions which commonly occurs in Latin America among language teachers. In addition, training in current EFL methodology, whether this be in-service or of a discrete nature, should be made available to staff.

New faculty members brought in to the department should possess at least an M.A./M.S. in TEFL/TESL/Applied Linguistics. The candidates for these positions should be solicited in the U.S., where many good MA programs produce a number of M.S./M.A's yearly. Many of these recent graduates are seeking overseas TEFL experience to complement training and previous teaching experience. Most Master's programs in TEFL/TESL/Applied Linguistics provide a teaching internship for their students. The qualified candidates will have a good teaching background in university ESL programs as well as good scholarship and awareness of current developments in the TEFL field. One- or two-year contracts, advertised through the same professional publications listed earlier, should attract fine candidates.

8. Cross-Cultural Trainer: In terms of additional staff development, a cross-cultural trainer/CAPS student advisor and program assistant should be hired specifically to assist with AID-sponsored program participants who will be continuing their studies in the U.S. General responsibilities of the position will include teaching the cross-cultural training course, assisting the AID program(s) at UDV, and acting as counselor/consultant for the program participants. The candidate should posses good interpersonal

and organizational skills, should have experience in cross-cultural training programs and should be bilingual in Spanish and English. Graduate academic training is not essential, but desirable; international study experience is most desirable. Salary should be commensurate with experience, and a one-year contract with possibility of renewal should be offered. Recruitment could conceivably take place in Guatemala or the U.S.

9. Testing: It is recommended that the testing procedure for EFL at UDV be revamped in accordance with curriculum and learning objectives. The current diagnostic exam should be replaced with a diagnostic placement exam administered universally to all entering students, including the AID-sponsored students accepted into the program. The exam and selection process currently in place for admission to the CAPS program is seen as quite good and should not be replaced. The placement exam will determine whether further ELT is required for all entering students and will place the students found to have EFL/EAP deficiencies into appropriate levels. Further in regard to testing, a comprehensive departmental exam should be given at the close of each training session to determine if learning objectives have been met and to assign students to appropriate EFL courses given proficiency level and specific ELT needs. Finally, students and staff should be given the opportunity to evaluate program offerings and effectiveness at the close of each training session.

10. Teacher Resource Center: While the major recommendations for ELT at UDV focus on restructuring and development of curriculum and staff, immense tasks in and of themselves, attention must also be given to expansion of ELT-specific facilities. The most immediate of these needs is the creation of a teacher resource center. A good set of current texts in EFL, current popular and professional periodicals and journals, files of exercises and sample tests, audio-visual aids and equipment, etc would be available there for staff. Many of the materials will be generated internally but should form part of the general collection. The resource center should be conveniently located to the English Department office and teachers' offices. Ideally, all English Department Facilities at UDV should be housed in the same building. A similar student resource center should be located nearby, and both facilities should be comfortable environments which are conducive to social interaction as well as to study.

11. Language Lab: Within a reasonable time frame, but not of immediate urgency, an interactive-type language laboratory should be installed. The language lab should have 20 student booths, each equipped with cassette players/recorders and headsets as well as a teacher's control panel which will permit general or individual interaction with students as they practice lessons, pronunciation, listening comprehension exercises, etc. There is room to house such a facility in the proposed library extension at UDV, which would also serve well as a site for teacher and student resource centers.

Insofar as it is possible, funding for the proposed staff development and equipment/facilities expansion for ELT at UDV should issue from ASHA grants. A time frame should be established for completion of revisions proposed, not to exceed three years from inception. Clearly, the most pressing and immediate need concerns curriculum development and this will be the initial target of staff development. The costs involved in the latter are not excessive in comparison with allocations required for facilities. It is understood that parity of remuneration for faculty at UDV may be an issue in higher salaries for professionals hired abroad. Nonetheless, it must be stressed that in order to improve and coordinate ELT efforts at UDV, excellent staff will be critical. ELT professionals must be treated as such with commensurate benefits, salary, and contracts; they will likewise evidence professional dedication and results.

AID/HARVARD LAW SCHOOL COOPERATIVE FELLOWSHIP PROGRAM WITH THE SUPREME COURT OF GUATEMALA

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I. PROGRAM OVERVIEW AND BACKGROUND

A collaborative agreement established between Harvard Law School and the Guatemalan Supreme Court provides for three one-semester long fellowships for a total of up to twelve Guatemalan criminal law/investigative judges at Harvard Law School's Center for Criminal Justice over a three-year period. Funded in part by USAID's Regional Administration of Justice Program, this project focuses on assisting the Guatemalan Supreme Court in improving the criminal justice system through research and study at Harvard Law School. The participant Guatemalan justices, selected by the court, are to be trained at Harvard during the spring semesters of 1988, 1989, and 1990, the funding period for this program.

Upon returning to Guatemala, the justices are required to submit research papers on issues of particular importance in Guatemalan national jurisprudence. Selection of justices is made without regard to proficiency or prior training in English. Therefore an adequate minimal level of English Language proficiency must be demonstrated by the participants prior to their program of study/research at Harvard Law School. Consequently, an English Language Training (ELT) component has been built into the program to assure uniform proficiency levels.

The training program provided at Harvard is a rigorous one which requires use of program-specific and resource materials along with full professional and personal interaction with colleagues, professors, and program personnel. Therefore participants should have very good English language skills before beginning the program at Harvard. In quantatative terms, TOEFL scores of 550 or above will ensure maximum effectiveness of the fellowship in jurisprudence. The ELT program proposed to reach these goals thus includes a long-term in-country phase followed by an intensive short-term U.S. component.

The experience of the first year of the project (1988) has proven invaluable in determining the direction that the ELT should take to assure

that the benefits of the fellowship are maximized for future participants. An inadequate and hastily prepared program of ELT was provided for the first group of four judges who participated in the fellowship in the spring of 1988. The shortcomings of this ELT program manifested themselves in the extreme ESL deficiencies of three of the four justices participating in the program, causing Harvard to have to restructure the offerings of the fellowship for the first group of participants.

Generally, insuffient ELT and an incompatible training schedule were responsible for the problems in 1988. Future selection and notification of participants will need to allow ample time for adequate training. Linguistic/cultural training and preparation of participants in the 1989 and 1990 fellowships should begin immediately upon their notification of acceptance. The recommendations in the next section are minimal for full enjoyment of the fellowship's offerings.

The specific ELT program provided the first group of judges was prepared and implemented with only days' notice by the Instituto Guatemalteco Americano (IGA). In January of 1988, AID/Guatemala requested ELT for the four justices who were to participate in the Harvard fellowship commencing in late February of the same year. IGAs placement examination (currently under revision) initially placed the four judges into two distinct levels, and one justice was moved to a more advanced level after some days' participation in the course. The three levels of proficiency of the first four participants point to the difficulty in preparing one discrete language training course for the group and warns of the use of such a model for future groups. The immersion-type courses provided for the judges required four contact hours Monday through Friday and assumed full attendance and participation until the inception of the fellowship program in February (accounts varied from one to two months on immersion training). The brief, intensive course proved inadequate in preparing participants.

Regular court-related responsibilities of the justices did not cease during the training period, and the participants were therefore required to attend to their normal duties (consuming eight to twelve hours daily) and

then devote full attention to a four-hour intensive course and its commensurate responsibilities. The evident frustration from this arrangement proved counter-productive and manifested itself by leaving the ELT program or by high absenteeism by three of the four participants after approximately three weeks of training. Special offerings/tutorials developed by the teaching and administrative staff at IGA were of little help ultimately in addressing the urgency and depth of the judges' English language needs. A special Saturday session on the American legal system, for example, was not attended by the justices for whom it was exclusively prepared. The poor attendance and apparent indifference to the importance of ELT negatively affected the teaching staff at IGA who were involved in the judges' training; the judges' level of motivation and dedication to the program were questioned by the instructors involved, all of whom were aware of the pressing nature of the participants' training deficiencies. In sum, the immensity of the task in the limited time framework frustrated both participant and instructor.

When three of the four Guatemalan judges participating in the fellowship program arrived at Harvard with insufficient English language skills, the program officials there found it necessary to restructure/limit the proposed fellowship offerings. English/Spanish interpreters were provided, and the three justices with inadequate English skills were enrolled in ESL courses at night through Harvard's Division of Extended Studies.

Neither the immersion-type courses at IGA in which the judges were placed nor the judges' poor attendance were responsible for the inadequacies in the pre-departure training. Rather, the hasty nature of the preparation coupled with low level English skills of three of the four participants were responsible. The participant judges were perhaps initially unaware of the immense nature of the task of adequate English language preparation and were assuredly overwhelmed by the scheduling of the daily four-hour course on top of their already cumbersome court-related responsibilities in Guatemala. The immersion courses at IGA cater, in general, to executives whose buisness-related travel requires rapid acquistion of <u>survival</u> language skills in English. The courses are not

geared to preparation for academic study in English, and the time frame of English language study for the justices did not permit adequate supplementation for academic purposes.

The courses given at IGA enjoy an excellent national reputation as the best in Guatemala. The 55 EFL instructors at IGA (of whom 14 are native speakers) all receive training in current research in second language acquistion and communicative methods of instruction both through teacher training programs given at IGA and through USIS sponsored training programs in the U.S. (CATT: Central American Teacher Training Program, held at the vSchool for International Training). The majority of the 5000 students enrolled in IGA's courses study English in one hour/day classes meeting five days per week over a seven-week-long bimester. There are also two-hour/day courses 1 the above mentioned immersion-type classes.

The facilities available are quite good both in and out of the classrooms at IGA: a well-stocked library, teacher's resource center, language library, bookstore, full theater, and non-interactive-type language laboratory are all housed on the premises. Classes average 15 students each, and classrooms are spacious, well-lit, and provide, generally, a propitious atmosphere for language learning. The curriculum is communicatively-based, and the texts American Kernel Lessons, World English (currently being phased-out), American Streamline, and Express English (OXFORD) are used as core texts for the various course offerings. The only area recommended for improvement at IGA is in the language laboratory, located in the basement. The laboratory complements course offerings and offers self-paced materials on tape which accompany texts/IGA-generated materials to improve listening comprehension. An interactive-type laboratory with at least 20 individual student booths and a teacher control panel would prove much superior. Students would be able to use the facility on a self-paced basis (as presently) in addition to exploitation of the facility for class use as a regular curricular component. Nonetheless, current facilities are over-all very good and are comparatively superior to any seen elsewhere in Guatemala.

II. CRITERIA FOR EVALUATION

This ELT assessment was requested by AID/Guatemala to provide recommendations for improvement of training for future participants in the Harvard Law School/Guatemala Supreme Court Cooperative Fellowship Program. Given the rigorous academic demands placed on participant justices in the Harvard program, no amount of language/culture training can be seen as excessive. Justices selected by the court for the remaining two programs should be urged to commence training as soon as possible. The recommendations which have been developed for ELT of the justices are geared to adequate performance and interaction in the context of a reasonable preparatory time frame.

Consultations with program-related personnel at Harvard Law School, AID/Guatemala, and the Instituto Guatemalteco Americano form the backbone of recommendations. In addition, the specialist reviewed documents associated with the project including: Harvard College's Suggested Project Implementation Plan", the Center for Applied Linguistics' "Report on English Language Assessment in Central America," USAID's "Central America Regional Administration of Justice Project Paper," and "Criteria for Evaluation of ELT Programs," as designed by ALIGU and revised by PIET consultants.

Individual program-related personnel consulted included (in sequence of interview):

- Jim Rowles, Fellowship Officer, Harvard Law School.
- Paul White, Deputy Director, AID/Guatemala.
- Carmen Aguilera, Director, Regional Administration of Justice Program, AID/Guatemala.
- Jim Tracy, Director, Instituto Guatemalteco Americano.
- Beatriz Cofino, Director of Courses, IGA.
- Jorge Alfredo Porras, Asst. Dir. of Courses/Instructor, Instituto Guatamalteco Americano.
- Elizabeth Arroyave, Instructor of Justices, IGA.
- Olga de Belarde, Instructor of Justices , IGA.
- Mary Anne Scott, Incumbent Director, IGA.

During the course of the interviews, details of the last ELT program for the judges were discussed, including the program's strengths and weaknesses and suggested direction for perfecting ELT efforts for this program. Models for improvement of the ELT component were collaboratively generated, discussed, and modified. The recommended model presented below was agreed upon as the ideal one by all parties consulted, given the constraints inherent to the schedule and to the academic demands of the Harvard program. The model presented, then, reflects both the experience and expertise of the program-related personnel and of the specialist hired for this consultation. The model recommended, moreover, posits a priori the almost certain need for ELT by future participants in the fellowship program. The possibility exists, nonetheless, that future candidates for the fellowship program may exhibit adequate training/experience/skills to exempt them from the ELT component. It is recommended that ONLY if such candidates evidence TOEFL scores of 550 or higher AND have had the experience of living/studying in the U.S. should they be exempted from the ELT program. The dual nature of these pre-requisites accounts for both high levels of linguistic proficiency and cross-cultural experience in the United States.

III. RECOMMENDED ELT PROGRAM FOR FELLOWSHIP PARTICIPANTS

The model presented anticipates both daily and academic language/culture needs of the participant judges in order to fully participate in their course of study at Harvard Law School. This should not be understood as preparation in areas of American jurisprudence, including English for legal purposes, the American System of Jurisprudence, etc. Rather, it has been agreed that these areas are conceptually within the domain of the participant judges and will be provided as part of the Fellowship Program. The proposed model for ELT focuses on preparing the justices for research, participation, and personal/professional interaction with program associates and course materials during the Fellowship at Harvard. High levels of proficiency in comprehension and production in all skill areas are sought (aural/oral, written). The exacting nature of the Fellowship in academic and linquistic terms should be stressed to the judges from the time that they are selected. The ELT program, it should be further stressed, will prove critical in exploitation of resources at their disposition, both human and material. It is conceivable that failure to meet certain prescribed levels of competency in ELT during the first proposed phase of training in Guatemala would exclude or postpone participation in the ensuing second phase of proposed ELT in the U.S. and in the Fellowship. Should this option prove favorable to the governing institutions involved (AID/Guatemala, Harvard Law School, the Supreme Court of Guatemala), a pre-departure TOEFL score of at least 450 may be required.

The proposed model accounts for normal demands placed on the participants in the judicial system of Guatemala and, therefore, minimizes daily commitment to ELT in-country over an extended period of time. It is agreed that this model will allow for gradual and steady acquisition and learning of English and U.S. culture without an overwhelmingly heavy schedule or attempting to rush preparation. It bears repetition, however, that full exploitation and enjoyment of the Fellowship demand as much prior training as possible. Justices who have already been selected for the 1990 Spring Semester Fellowship, then, would commence ELT immediately upon acceptance for participation.

PROPOSED ENGLISH LANGUAGE TRAINING PROGRAM FOR PARTICIPANTS IN GUATEMALAN SUPREME COURT/ HARVARD LAW SCHOOL FELLOWSHIP

PHASE ONE: IN GUATEMALA

Objective: To train participants in basic English language skills (aural,oral, reading, writing) to reach a high level of communicative competence (TOEFL scores of 450 or above).

Program Specs: Following administration of IGA's English Proficiency Examination, participant judges will be assigned to appropriate level English classes in IGA's regular one-hour (Monday through Friday) ELT courses. Participants will commence ELT at IGA with the bimester beginning on July 5 and thus will attend a minimum of three bimester's classes, through December 16. This will provide for a minimum of 21 weeks of training, encompassing 105 classroom hours. Although initial proficiency levels may vary, all participants will have progressed to intermediate-level classes at the end of their training at IGA. Administration of the TOEFL exam and evidence of scores of at least 450 for participation is considered optional and will be determined by sponsoring institutions.

PHASE TWO: IN GUATEMALA OR THE UNITED STATES

Objective: To familiarize participants with U.S. culture including principal social institutions (family structure, friendship, religion, civic and social organizations, entertainment, etc.), urbanization and communication systems (lay-out of cities, homes, transport, telephone, and postal systems), and elements of non-verbal communication particular to the U.S. (gestures, dress, "body language," etc.) This facet is critical in easing participants' culture shock and facilitating ready adjustment to living in the United States.

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Program Specs: This cross-cultural training program may be conducted either at IGA during the final two weeks of the language training program there (for an additional two hours daily) or immediately upon arrival in the United States at an appropriate site, for a five-day intensive training program. The course should include a component on the U.S. university system, in addition to the elements listed in Phase Two Objectives. Confidence in interacting with the host culture, its institutions and systems, will result from this training along with loss of "cultural baggage" brought by participants regarding the U.S. (i.e., assumptions generated about the U.S. based on the values and beliefs inherent to Guatemalan culture).

PHASE THREE: IN THE UNITED STATES

Objective: To heighten understanding of U.S. culture, to further develop all English Language skills (especially aural/oral), and to increase confidence and familiarity with the host culture in the protective and supportive context of a U.S. host family.

Program Specs: A "homestay" with an American family is proposed for two weeks bridging the Christmas/New Year's Holiday Season (December 19 - January 1). While the proposed dates may prove unacceptable (and may be postponed to Phase Four), it is suggested that during the holiday season American host families would have more time to interact with their guest. Homestay families may be sought for the participants through exchange organizations or through the collaboration of the program-related personnel at Harvard Law School. It is suggested that families sought as hosts for the participants come, ideally, from the legal profession and live within a reasonable distance of the site selected for the Intensive ELT Program (Phase Four) in the New England area.

PHASE FOUR: IN THE UNITED STATES

Objective: To further English language proficiency of participants in all skill areas and fully prepare them for the academic program at Harvard Law School's Center for Criminal Justice; to raise abilities from communicative competence to linguistic proficiency (TOEFL 550 or above) in an atmosphere conducive to study and where participants may dedicate full attention to language learning and to the acquisition of cultural information.

Program Specs: Immediately following the two-week homestay program (or in conjunction with the latter), participants will commence intensive ELT (five hours/day, Monday through Friday) at an institution specializing in such training and within driving distance of Boston/Harvard. The proximity to Harvard will permit program personnel there to interact with participants prior to inception of the academic program albeit on a limited, informal basis. The intensive ELT program should run approximately eight weeks, thus allowing participants to commence the study/research program at Harvard immediately thereafter. Further ELT should not be necessary following the intensive ELT program: however, in the event that English language skills of any participant(s) are found lacking upon arrival at Harvard, arrangements should be made for supplemental ESL courses in the evening as deemed appropriate and necessary by program officials there.

IV. CONCLUSION

Although the first year of this cooperative fellowship program yielded less than ideal results in terms of English language training, it has nonetheless served as an excellent guide for future training programs. The Instituto Guatemalteco Americano, unsurpassed in Guatemala for ELT programs, encompasses the expertise and facilities necessary to provide an excellent long-term ELT program for the justices selected for this fellowship. A cross-cultural training program has been added to the ELT in the model presented in order to prepare participants for the day-to-day reality that participation in the Harvard Fellowship will engender. The homestay program will facilitate the acculturation process and improve aural/oral skills. The final recommended phase of ELT, (Intensive ELT in the U.S.) will raise the levels of linguistic proficiency of participants to adequate standards for participation in a rigorous academic program. The suggested ELT program spans a total of eight months, six of which are spent in long-term non-intensive courses in Guatemala. The model thus accounts for the constraints on the justices' personal and professional schedules as well as the probability of tremendous English language skills deficiencies which must be remedied for full success in the Cooperative Fellowship Program.

While the two and one half months of English Language and Cross-cultural Training in the U.S. may further burden the court system of Guatemala during that period, if the Cooperative Fellowship Program is to meet its intended goals, allowances for proper training time of participants must be made. As stated initially, in order to maximize the benefits of this study/research opportunity, every effort must be made to begin ELT for participants as soon as possible after they have been selected and certainly at least eight months before entering the program at Harvard. The academic and linguistic rigors that the experience encompasses should, moreover, be carefully articulated to participants along with the certain difficulties inherent in living in a foreign country for an extended period of time. Thorough and excellent preparation and training will ensure commensurate performance and results.

ELT PROGRAM AT CALUSAC

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Universidad de San Carlos de Guatemala
Centro de Aprendizaje de Lenguas
(CALUSAC)

ASSESSMENT OF ELT AT CALUSAC

Of the three ELT programs studied for the purposes of this consultation, considerably less attention was given to the ELT efforts at CALUSAC. Information for this evaluation came from consultation with administrators, teachers, and students in the program, from class observations and from review of texts, materials, facilities and resources.

The CALUSAC program, is a semi-autonomous and partially self-supporting EFL training center at the Universidad de San Carlos. EFL instruction at CALUSAC is geared to a wide range of purposes, including EAP, basic skills acquistion, and intensive courses. In addition, CALUSAC offers language training in French, German, Italian, Portuguese, and, occasionally, in Cakchiquel and Quiche, languages native to Guatemala.

The training program at CALUSAC will be examined using the "Criteria for Assessment of ELT Programs" (see UDV section). The brevity of this particular section reflects greater emphasis of this consultation on other ELT efforts in Guatemala and the time constraints posed by observations and consultations at other institutions.

1. Curriculum: The ELT at CALUSAC offers a well-defined and balanced program. There is ample and equal attention given to each of the skill areas, and reinforcement of these is mutual within the program/classes. Evidence of a unifying and integrated pedagogical rationale is found throughout course materials. Learning objectives are clearly established for discrete levels, each of which progresses smoothly into the following level.

2. Text: One of the reasons for the coherent and well-defined curriculum at CALUSAC is the series of texts for the training program. This set of seven discrete course level texts is called the MODULE series

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and was used in its original form by the Canadian Government for bilingual programs in Canada. CALUSAC received permission to reproduce and translate materials to meet their particular training needs. The comprehensive and well-integrated nature of the entire training program results from the text series, instead of the opposite.

3. Levels: The class groupings are kept homogeneous in terms of proficiency levels, and entry/exit testing is performed to ensure appropriate placement. Again, the training series provided by MODULE builds in the testing procedure and thus allows for shorter-term courses of several levels and for frequent regroupings.

4. Class Size: The size of classes is not acceptable, nor is there an official, enforced CALUSAC policy regarding limits on enrollment for any class. Classes during certain periods hold as many as 150 students. ELT pedagogy holds that for communication purposes, classes must be kept small (5-14 students per class).

5. Materials: Instructional materials are good as evidenced by the text series, but there is a scarcity of related materials. CALUSAC faculty, who serve more than 5000 students/year, should have greater access to printed materials from the U.S., especially current EFL texts, professional and popular publications. There is no language laboratory, but three uninstalled booths are stored at CALUSAC. There is no teachers' resource room with materials which such a center would house as a sharing and clearing house for information.

There is a problem, evidently, with space at CALUSAC/SAN CARLOS, and it is urged that the university make available more classroom space in other buildings for CALUSAC classes. One additional classroom in the building in which CALUSAC is housed would permit the creation of a teacher resource center. Once this has been established, a good collection of comtemporary EFL/ESL texts should be purchased for use by CALUSAC faculty, subscriptions to several professional journals should be purchased (TESOL Quarterly, Forum, Cross Currents)and kept on file in the resource room along with several popular magazines (People, Life, Time). As well, the

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Miami Herald should arrive at the center on a five day/week basis. Further materials in the center could include a file of exercises and sample tests given by faculty and other center-generated materials such as visuals, maps, slides. The USIS published materials This Is America, for example, would be an excellent resource in such a center.

6. Staff: The faculty and department head at CALUSAC have a good level of preparation and training in TEFL. Room for improvement in this area nonetheless exists, and opportunities for overseas TEFL training during summer vacation periods would be ideal if offered to three or four CALUSAC faculty members on a yearly basis. The faculty in general receive some training in TEFL of an in-service variety. The center director has excellent ideas regarding maximizing training efforts to benefit and upgrade CALUSAC faculty. She has instituted a workshop/training seminar for returnees from the USIA Central America Teacher Training Program (CATT) to share ideas, grow professionally, and keep staff abreast of latest developments. She would like to extend this to being a national TEFL conference. Funding for such a program, however, is beyond the means of CALUSAC, beyond the personal means of most teachers who would like to attend, and probably not the best way to use precious USIA funds (which, initially, should be directed toward providing the teacher's resource center with subscriptions to professional and popular journals, a newspaper subscription, a file cabinet and the purchase of several current EFL texts).

Despite limitations in space, materials, and training, the teachers at CALUSAC demonstrate clear enthusiasm for their work and interest in professional growth. Most importantly, despite large classes and minimal supplementary materials, they are providing quality communicatively-based EFL instruction.

Beyond training of CALUSAC faculty in short-term programs in the U.S., funding might be available to bring a training specialist to CALUSAC from a graduate level TEFL program in the U.S. Such an individual, in addition to preparing and implementing workshops, seminars, etc., might also be asked to supervise/critique teaching and give an ESP course at CALUSAC and/or a

regular EFL methodology course. Another area of staff development could include offering a highly competitive opportunity to attend the TESOL convention for one or two CALUSAC instructors per year. Upon their return, as with the CATT returnees, an in-house (or open and advertised) workshop could be given to benefit all staff.

While the text series used does lend great coherence and coordination to the program offerings at CALUSAC, it is nonetheless an audio-lingual type series (which teachers manage to work around quite effectively and its eventual replacement (within five years) will neither be easy nor inexpensive. A curriculum committee should be established at CALUSAC to research additional texts; perhaps those individuals participating in the CATT program could have this task as one of their defined performance objectives for the program abroad.

In terms of facilities development, the creation of the teacher resource center should be followed by a similar student facility. These sharing houses for information are not expensive propositions; space should be allocated from the Universidad de San Carlos so that these two facilities could be housed in the main building at CALUSAC. Eventually, language laboratory facilities need to be built, perhaps housed in a separate adjacent building which could encompass as well office space, a design-specific teacher's resource center and a student library. The plans for how to fund the construction of such a facility need to be further studied, as this will be an expensive undertaking for an institution whose more or less self-supporting status does not permit it to limit enrollment in classes because teacher salaries would be negatively affected. Still, such larger plans are not out of the question.

The ELT taking place at CALUSAC is of very high caliber and the teaching and administrative staff deserve high marks for their creatively and innovation. They are the resources which, for lack of great material resources, ensure that language learning is indeed taking place.

APPENDICES

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APPENDIX I

CONSULTATIONS, OBSERVATIONS, AND DOCUMENTS PERTINENT TO ASSESSMENT OF AND RECOMMENDATIONS FOR ELT AT UDV

A. CONSULTATIONS: (In chronological order)

- DR. PAUL WHITE, Deputy Director; Richard Burke, Program Officer; and ELVIRA SAENZ DE TEJADA, Education Officer/AID-Guatemala.
- JOHN TRACY, BOB GIBBONS, GERI WILLIAMS/USIA-Guatemala.
- ROBERT MACVEAN, Administrator, UDV.
- YETILU DE BAESSA, AID Program Administrator, UDV.
- GLORIA AGUILAR, Dean, Department of Education, UDV.
- ISIDORO TALAVERA, EFL Instructor, UDV.
- RUTH GRAU, EFL Instructor, UDV.
- ALCIRA GOICOLEA, Departmento of English, UDV.
- ELBA NORA GARCIA-SALAS, Instructor of EFL and Spanish, UDV.
- JULIE PEYRE, Instructor, English Teacher Training Program, UDV.
- STUDENTS IN ALL THREE ELT PROGRAMS AT UDV.

B. OBSERVATIONS: (in chronological order)

- Facilities on campus, including library, classrooms, science buildings, administrative buildings.
- Classes taught by Mr. Talavera, Ms. Grau, Mr. MacVean.

C. DOCUMENTS

- Catalogues and course descriptions from UDV
- ASHA Grant Proposal for UDV, 1987
- Report on ELT at UDV by Patricia Miller, 1987
- "English Language Assessment in Central America": Joann Crandall et al, Center for Applied Linguistics, 1985
- Diagnostic English Examination used at UDV
- Course Texts and Materials for ELT at UDV
- "Criteria for Evaluation of English Language Training"

UNIVERSIDAD DEL VALLE DE GUATEMALA
Facultad de Educación
EI103-1 Inglés Instrumental 1
Profa.: Elba Nora García Salas
Primer Ciclo, 1987

APPENDIX II

PROGRAMA

I. DESCRIPTION OF THE COURSE

It is an integrated course of reading comprehension for students who have some difficulty with English as a foreign language.

It is based on the belief that a special kind of course is required for students whose main need is to gain access to information through English. It could be said that the course was designed for a wide range or learners whose needs can be described as "English for Academic Purposes", for adults whose profession requires them to make use of materials in English.

It is intended to help student read books, textbooks, works of reference and general academic interest, sourcebooks and journals in English.

II. OBJECTIVES

A. Students will be able to extend their basic knowledge of grammar and vocabulary and how they are used to express fundamental concepts. They will also develop their awareness of how passages are built on combinations of these concepts.

B. Students will develop awareness of how the devices of language are used to express communicative function. They will also work with passages built on combinations of simple functions.

C. Students will extend their knowledge of the functional organization of written English and develop their ability to handle information found in varied types of real academic discourse.

III. SPECIFIC OBJECTIVES

A. The course will provide practice in understanding the meanings expressed by basic grammar and vocabulary. The range of grammar and vocabulary introduced will be carefully controlled.

B. The course will help to develop the student"s abilities to understand how this ~~range of~~ grammar is ~~used to give information in short~~ passages.

C. The students will put their knowledge of grammar and vocabulary to inmediate communitative use.

IV. CONTENTS

A. Grammar and vocabulary are used to express concepts.

B. Concepts expressed in a single statement.

C. Communicative exercises moving from the understanding of passages and the relations between statements.

D. Understanding concepts in isolation.

E. Understanding conceptual groups.

F. Discourse features to be practiced.

1. Listing members of a class
2. Listing parts of a system
3. Listing properties
4. Enumerating properties
5. Spatial relations
6. Describing the structure of a system
7. Comparing members of a system
8. Lists of functions
9. Describing the behavior of a system
10. Addition and equivalence
11. Contrast
12. Temporal relations
13. Describing cycles
14. Chronological development
15. Historial description.

V. MEANS

Grammatical patterns will be selected and carefully controlled. They will gradually increase in complexity.

Students will be exposed to new grammatical patterns and unfamiliar language in passage. They will have to deduce the meanings.

The vocabulary will not be controlled as tightly as grammar. They should get used to using a dictionary.

VI. EVALUATION: Zone 70%, Final exam. 30%

Classwork	10	points
3 exams	60	"
Final exam	30	"
	100	points

VII. Auxiliaries of the course

Material selected and provided by the teacher.

VIII. BIBLIOGRAPHY

Oxford University Press Reading and Thinking in English.

Prentice Hall Reading Improvement Exercises for students of English as a Second Language.

ENGS:ijs
17-2-86 (25)

UNIVERSIDAD DEL VALLE DE GUATEMALA
Facultad de Educación
EI230-1 Inglés Instrumental 2
Profa. Elba Nora García-Salas A.
Segundo Ciclo, 1986

APPENDIX II

PROGRAM

I. DESCRIPTION OF THE COURSE

It is an integrated course in reading comprehension for students with the specific purpouse of learning how to read in English. It is designed for students who want to gain access to information through English. It can be described as a course for learners of English with academic purpouses.

II. GENERAL OBJECTIVES

A. Students will be able to read and make use of material in English.

B. Students will be able to read textbooks, materials of reference and general academic interest, sourcebooks and journals in English.

III. SPECIFIC OBJECTIVES

The course will enable the students to:

A. Practice different reading skills in textbooks and other academic books in English.

B. Learn grammar and vocabulary used to express fundamental concepts.

C. Discover how passages are built on combinations of concepts.

D. Use concepts in the communicative ufunctions of academic writting.

E. Extend their knowledge of the functional organization of written English and develop their ability to handle information found in varied types of academic discourse.

IV. CONTENTS

A. Basic English to communicate information in written passages.

1. Grammar

a. statements
b. questions
c. negative forms
d. verb tenses
   1) Simple present
   2) Simple past
   3) Future (going to, shall, will)

e. Modyfiers
f. 1) Adjectives
   2) Adverbs
f. Prepositions
   1) Phrasal Verbs

B. Ways to present information in written passages:

1. Giving Instructions
2. Describing how things work
3. Reporting series of events
4. Generalizing and exemplifying
5. Making Comparisons
6. Giving explanations

Each of the ways mentioned, practices the basic grammar and vocabulary used to present information in this way.

V. MEANS

A. Students will work with a textbook "Reading and Thinking in English" and will work with it at home. All the exercises will be corrected in class and explanations will be given.

B. Grammar exercises will be solved, and special passages will be read in class, to practice the skills being taught.

C. Students will have to analyze the different passages read in class, and recognize the different grammar items being used to accomplish the communicative functions, and also, the special skill that is being practiced.

D. The passages will be carefully selected from books written with this purpouse.

VI. EVALUATION

Zone 70%; Final Exam 30%

Classwork	50	points
Quizzes	20	"
Final Exam	30	"
	100	Points

VII. AUXILIARIES OF THE COURSE

Knight, Luisa Fernanda et al. Reading and Thinking in English. Oxford University Press. 1981. NY. NY.

Frank, Marcella Modern English. Prentice Hall, Inc., Englewoods Cliffs, N.J. 1979.

O'Neill, Robert et. al. American Kernel Advanced, Lessons. Longman Inc. N. Y. 1981

ENGSA:ijs
20-VIII-86 (16)

UNIVERSIDAD DEL VALLE DE GUATEMALA
Facultad de Educación
E1333 Inglés Instrumental 3
Profesora Elba Nora García-Salas
Segundo Ciclo, 1985

PROGRAM

I. This course is designed to teach students to read analytically and logically. It is intended for students who are still mastering elementary grammar patterns and whose knowledge of English requires the teaching of "How to go about Reading". Prerequisites: E1103 Inglés Instrumental 1 y E1230 Inglés Instrumental 2.

II. Objetives

A. General:

The materials in this course are organized to show the student how to apply his ability to make inferences, to manipulate and impose order in data, and to synthesize data, to the task of learning how to read in a second language.

B. Specific:

Each student will:

1. Make inferences about people and events
2. Form ideas about what he reads and what people tell him
3. Combine and recombine information from more than one source
4. Manipulate data according to logical relationships that are common in written English.
5. Make syntheses.

III. CONTENT

A. Unit One

Reading for information
Making inferences
Generalizations and examples
Logical questions
Abreviations

B. Unit Two

Reading for information
Making inferences
Logical questions
Chronological order
Quoted spee

C. Unit Three

Reading for information
Making Inferences
Chronological order

Cause and result.

D. Unit four

Reading for explicit and implicit information
Making inferences
Comparison and contrast
Reading graphs and tables
Logical questions
Favorable and derogatory opinions
Synonyms and antonyms.

E. Unit five

Reading for explicit and implicit information
Making inferences
Logical questions.
Relevant and irrelevant information
Chronological order.

F. Unit six

Reading for information
Descriptive language
Reading for inferences about logical relationships
Hypothesis
Logical questions
Contrast - Personal Opinions.

MEANS

Texts chosen by the students
Tests selected by the teacher. Materials and structures in the exercises, (grammar, vocabulary and methods of logical organization) Will be presented several times to facilitate recall and transfer. The materials are sequenced to teach the student how to read critically. They will be gradually presented according to their difficulty and also according to the amount of information they provide.

The tests will be analyzed and commented for a better comprehension.

EVALUATION ZONE 70% (Class readings and work)

~~Final Examination 30%~~
100% Points

AUXILIARIES TO THE COURSE

AUXILIARIES TO THE COURSE
from
Articles taken/scientific magazines journals, and other sources
Texts the students choose to read.

II. BIBLIOGRAPHY *

Lawrence, Mary. Reading, Thinking, Writing. The University of Michigan Press, 1975, Ann Arbor, Michigan.

International Communication Agency. Man and Man Series. English Teaching División, Educational, and Cultural Affairs. Washington, D.C. 20547

* Widdowson, H. G. Editor, Reading and Thinking in English. Teacher's Oxford University Press. London, 1979

ENGS/csaa 4 de septeimbre de 1985 (7)

UNIVERSIDAD DEL VALLE DE GUATEMALA
Facultad de Educación - Programa de los días sábados

PENSUM de estudios para el profesorado de Inglés

Ciclo	CURSOS			
1.	EB104-202 Fundamentos de la Educación Media	EB100-112 Uso de Fuentes de Información y Preparación de Informes	EI100-202 Fundamentals of English as a Second Language	EM101-202 Matemática Básica
2.	EI212-202 Grammatical Analysis 1	EI214-202 Phonetics 1	EI112-202 English Language Analysis 1	EB114-112 Introducción a la Estadística
3.	EI215-202 Introduction to Literary Types	EI216-202 Phonetics 2	EI228-202 Grammatical Analysis 2	EI209-202 English as a Second Language
4.	EI204-202 Speech Communication	EI225-202 Literature for young people	EI101-202 Composition 1	EI240-202 English Language Analysis 2
5.	EI302-202 Composition 2	EI307-202 Themes in American Literature	EI295-202 Theories of Teaching English as a Second Language	EI318-202 American Life and Thought and inter-cultural communication
6.	EI303-112 Techniques of Teaching English as a Second Language	EI308-202 Themes in British Literature	EF110-202 Introducción a la Filosofía	EI325-202 History of Britain and North America
7.	EB210-112 Didáctica General 1	EB249-112 Didáctica General 2	EI392-112 Seminar in English usage	EI311-202 Teaching reading and writing
8.	EB370-202 Evaluación del Rendimiento Escolar	EB382-202 Evaluación del Rendimiento Escolar y Laboratorio Didáctico	EB390-032 Práctica Docente	EB399-000 Temario

RMG,BBB,GJAP:ijs
9-IV-86 (500)

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UNIVERSIDAD DEL VALLE DE GUATEMALA
Facultad de Educación
Profesorados de Enseñanza Media
Descripción y Cifras de los cursos del Area de Formación Didáctica e Instrumental

EB104-202 Fundamentos de la Educación Media Es un curso introductorio y general que conduce a un análisis de los fundamentos teóricos, legales y administrativos del sistema educativo nacional, en lo que respecta al nivel medio de enseñanza y estudia las características y necesidades del estudiante que asiste a ese nivel, según su etapa evolutiva y sus condiciones socio-económicas. Incluye observación directa de instituciones educativas del nivel y estudio de casos.

EM101-202 Matemática Básica Este curso introduce al estudiante a los elementos básicos de la aritmética. Cubre el siguiente material: números naturales, enteros, racionales y reales. Sistemas de numeración. Notación decimal, cifras significativas, decimales periódicos y no periódicos, potencias, notación científica, razones y proporciones, porcentajes, - ecuaciones de primer grado con una variable, desigualdades de primer grado con una variable. Se hace énfasis en la ejercitación y la práctica.

EB10C-112 Uso de fuentes de Información y Preparación de Informes Orienta a los estudiantes en las técnicas de investigación y en la elaboración y presentación de informes escritos. El curso se desarrolla con laboratorios de trabajo individual y de grupo por lo que se requiere la participación activa del estudiante.

EF11C-202 Introducción a la Filosofía Busca informar al estudiante sobre los grandes temas de la filosofía: Lógica, Etica, Teoría del conocimiento y Metafísica. Además se aprovecha el estudio de estos temas para que el estudiante mejore sus hábitos de lectura e interpretación de textos, así como de exposición ordenada de su pensamiento, tanto por escrito, como verbalmente.

EB114-112 Introducción a la Estadística El curso comprende el estudio teórico práctico de lo que es la estadística descriptiva y temas tales como: notación, sigma, tipos de escalas y variables, lectura de gráficas, distribución de frecuencias, gráficas ~~para la distribución~~ de frecuencias, medidas de tendencia central, medidas de dispersión, distribución normal, correlación (Pearson y Spearman), regresión lineal. Prerrequisito: EM101-202 Matemática Básica.

EB21C-112 Didáctica General 1 El curso estudia las bases científicas y tecnológicas para la dirección del proceso enseñanza - aprendizaje. En su desarrollo se logran los objetivos fundamentales para que el estudiante conozca, comprenda y ejecute una acción docente eficaz. El estudiante participa activamente en la búsqueda y el análisis de la información; se ejercita en las destrezas necesarias para planificar y orientar el aprendizaje; se realiza prácticas en habilidades específicas, en observación, en análisis de clases y en la evaluación de métodos y procedimientos didácticos. Prerrequisito: EB104-202 Fundamentos de la Educación Media.

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EB249-112 Didáctica General 2 El curso está diseñado para desarrollar las destrezas didácticas inherentes al trabajo docente utilizando los principios de la microenseñanza. Incluye: planeamiento didáctico, procedimiento de orientación del aprendizaje, preparación de materiales de la metodología actual. Prerrequsito: EB210-112 Didáctica General 1.

EB370-202 Evaluación del Rendimiento Escolar. Este curso constituye una visión general del campo de la evaluación educativa con un enfoque hacia el conocimiento, identificación y elaboración de algunos instrumentos de evaluación. El estudiante conoce los fundamentos, propósitos y alcances de la evaluación educativa. Lo familiariza con diversas técnicas de evaluación. Prerrequisitos: EB114-112 Introducción a la Estadística y EB249-112 Didáctica General 2.

EB382-112 Evaluación del Rendimiento Escolar y Laboratorio Didáctico Es un laboratorio integrado del proceso didáctico que incluye planeamiento, desarrollo de la clase y evaluación de dicho proceso. Da oportunidad para prácticas de microenseñanza y su correspondiente evaluación. Prerrequisito: EB370-202

EB390-032 Práctica Docente Es un conjunto de actividades de observación, auxiliatura y docencia supervisada, en el área de especialización del estudiante, que se lleva a cabo en un establecimiento educativo diurno, del nivel medio. Tiene por objeto dar oportunidad al estudiante para que en forma gradual y progresiva aplique los conocimientos, actitudes y destrezas adquiridos en su formación profesional. Prerrequisito: Todos los cursos del área de formación didáctica.

EB399-000 Temario Es una prueba oral que se basa en el desarrollo analítico de un temario integrado por veinte temas seleccionados del contenido de los cursos que forman el pensum de la carrera del estudiante. De estos temas, dos terceras partes pertenecen a la especialidad del estudiante y una tercera parte al área de formación didáctica.

GAP:ijs
19.11.85

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UNIVERSIDAD DEL VALLE DE GUATEMALA
Facultad de Educación
Profesorados de Enseñanza Media
Descripción y Cifras de los cursos del Area de Formación Didáctica e Instrumental

APPENDIX III

EB104-202 Fundamentos de la Educación Media Es un curso introductorio y general que conduce a un análisis de los fundamentos teóricos, legales y administrativos del sistema educativo nacional, en lo que respecta al nivel medio de enseñanza y estudia las características y necesidades del estudiante que asiste a ese nivel, según su etapa evolutiva y sus condiciones socio-económicas. Incluye observación directa de instituciones educativas del nivel y estudio de casos.

EM101-202 Matemática Básica Este curso introduce al estudiante a los elementos básicos de la aritmética. Cubre el siguiente material: números naturales, enteros, racionales y reales. Sistemas de numeración. Notación decimal, cifras significativas, decimales periódicos y no periódicos, potencias, notación científica, razones y proporciones, porcentajes, ecuaciones de primer grado con una variable, desigualdades de primer grado con una variable. Se hace énfasis en la ejercitación y la práctica.

EB10C-112 Uso de fuentes de Información y Preparación de Informes Orienta a los estudiantes en las técnicas de investigación y en la elaboración y presentación de informes escritos. El curso se desarrolla con laboratorios de trabajo individual y de grupo por lo que se requiere la participación activa del estudiante.

EF11C-202 Introducción a la Filosofía Busca informar al estudiante sobre los grandes temas de la filosofía: Lógica, Etica, Teoría del conocimiento y Metafísica. Además se aprovecha el estudio de estos temas para que el estudiante mejore sus hábitos de lectura e interpretación de textos, así como de exposición ordenada de su pensamiento, tanto por escrito, como verbalmente.

EB114-112 Introducción a la Estadística El curso comprende el estudio teórico práctico de lo que es la estadística descriptiva y temas tales como: notación, sigma, tipos de escalas y variables, lectura de gráficas, distribución de frecuencias, gráficas para la distribución de frecuencias, medidas de tendencia central, medidas de dispersión, distribución normal, correlación (Pearson y Spearman), regresión lineal. Prerrequisito: EM101-202 Matemática Básica.

EB21C-112 Didáctica General 1 El curso estudia las bases científicas y tecnológicas para la dirección del proceso enseñanza - aprendizaje. En su desarrollo se logran los objetivos fundamentales para que el estudiante conozca, comprenda y ejecute una acción docente eficaz. El estudiante participa activamente en la búsqueda y el análisis de la información; se ejercita en las destrezas necesarias para planificar y orientar el aprendizaje; se realiza prácticas en habilidades específicas, en observación, en análisis de clases y en la evaluación de métodos y procedimientos didácticos. Prerrequisito: EB104-202 Fundamentos de la Educación Media.

UNIVERSIDAD DEL VALLE DE GUATEMALA
Facultad de Educación
Profesorado de Enseñanza Media especializado en Inglés
Descripción y Cifras de los cursos

EI100-202 Fundamentals of English as a Second Language Course in the fundamentals of speaking, writing, and understanding English, designed for students for whom English is a second language.

EI212-202 Grammatical Analysis 1 Beginning course in the study of current English grammar. Emphasis is placed on the structural features of the English parts of speech. Word forms, word order and other troublesome usages connected with each part of speech are also studied.

EI214-202 Phonetics 1 An analysis of the basic phonemes in English, how to distinguish them, including practice in their production with an emphasis on those most commonly confused or mispronounced by Spanish-speaking people. The course also includes elements of intonation study as a part of pronunciation.

EI112-202 English Language Analysis 1 A brief study of the Indo-European linguistic family, its characteristics and its various branches. Emphasis is placed on the study of the characteristics of the Germanic language to which English belongs and on the brief history of the development of English from its original form. Certain characteristics of modern English are also analyzed including homophones, homonyms and doublets, modal auxiliaries, and the various processes of word formation.

EI215-202 Introduction to Literary Types A basic introduction to literature stressing special characteristics of the five basic genres-fiction, poetry, drama, biography, and essay. Examples of each genre are studied and analyzed.

EI216-202 Phonetics 2 A systematic study of English stress, rhythm, and intonation patterns, including intensive study of vowel sounds and extensive practice in context. Prerequisite: EI214-202 Phonetics 1.

EI228-202 Grammatical Analysis 2 A course concentrating on sentences and complex structures such as clauses, verbals, abstract noun phrases and appositive phrases. Prerequisite: EI212-202 Grammatical Analysis 1.

EI209-202 English as a Second Language. A summary review of the elements involved in the correct use of the English language in its four aspects of reading, writing, understanding and speaking, with emphasis on the special problems of those whose native language is Spanish.

EI204-202 Speech Communication A survey of principles of communicative behavior and practice in the development of speaking and listening skills, including such activities as conversation, informal and planned discussions and debates, reading aloud, giving reports, making announcements, presiding over meetings, and making "TV and theatrical appearances".

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APPENDIX IV

ENGLISH LANGUAGE OFFICE
EXPERIMENT IN INTERNATIONAL LIVING

PROGRAM CURRICULUM

A. PRE-ACADEMIC ESL

Students in this class cannot effectively understand or express themselves in English. The Pre-academic class introduces basic grammatical structures and focuses on oral production in common communicative situations. Oral communication will be reinforced by elementary reading and written work.

1. GRAMMAR: Basic structures are introduced through aural/oral activities; laboratory work emphasizes aural comprehension. Readings and written work are based around grammar points.

2. READING: Reading at this level will serve to reinforce grammar points and introduce as well as reinforce vocabulary.

3. WRITING: Classroom activities will generally be followed up by controlled writing activities to reinforce grammatical structures studied.

4. VOCABULARY: Vocabulary is introduced and expanded through classroom activities, readings, pictures and realia.

5. COMMUNICATION SKILLS: Communication skills are inherent in all activities at this level. Situational practice, laboratory listening exercises, pronunciation work and simulations will reinforce communicative competence.

6. TESTING: At this level testing introduces the student to multiple choice and short answer tests. As well, the student will be tested for oral competency.

A. Content:

1. Weekly grammar and vocabulary review tests.

2. Oral competence will be measured by situational tests.

3. Comprehension questions on short oral/written passages.

B. LOW-LEVEL ENGLISH FOR ACADEMIC PURPOSES CLASS (corresponding to an initial score of 40-60 on the Michigan test)

Students in this class can understand English and make themselves understood, but they do not have thorough control over grammar and cannot handle college-level reading and writing. The low-level class reviews

basic grammar and introduces intermediate grammatical structures, is an introduction to academic reading and writing skills, and includes a basic introduction to academic study overseas.

I. GRAMMAR: Basic-to-intermediate structures are covered through aural/oral work, readings are based around grammar points and appropriate writing assignments. Laboratory work emphasizes grammatical structures.

II. READING:

A. Reading at this level serves the following purposes:

1. To reinforce grammar points by using readings based on specific grammatical structures.

2. To increase vocabulary.

3. To increase reading speed.

4. To begin to develop reading skills for academic purposes.

B. Content

1. Paragraphs and short passages to develop academic reading skills:

a. Reading for central idea.
b. Reading for full comprehension.

2. Speed-reading materials.

III. WRITING

A. At this level, concentration is on controlled writing to reinforce grammar. The materials used will also introduce new vocabulary. Classroom discussions are often followed up by written exercises.

B. Content:

1. Dictations--to reinforce grammar and vocabulary.

2. Controlled composition--to reinforce grammar points and introduce new vocabulary.

3. Directed composition--to reinforce grammar points and introduce new vocabulary.

4. Summaries of short listening comprehension passages (laboratory).

5. Free composition--short, timed writings about familiar topics.

6. Spelling rules.

IV. VOCABULARY

A. Vocabulary is learned at this level through readings, pictures and classroom discussions. The dictionary work helps the student to develop necessary skills for reading and writing.

B. Content:

1. Vocabulary from paragraph reading, pictures, discussion topics.

2. Dictionary work:

a. Alphabetizing.
b. Using guide words
c. Dividing words into syllables.
d. Syllable stress.

V. COMMUNICATION SKILLS

A. Aural/oral skills are used in all aspects of classroom work.

B. Content:

1. Laboratory listening comprehension passages with questions.

2. Dictations to reinforce grammar points and develop written skills as well as to develop comprehension skills.

3. Pronunciation.

4. Class discussion on students' lives, culture, new life overseas.

VI. TESTING

A. Testing at this level continues to utilize multiple choice and short answer tests. It gives the student the opportunity to analyze his/her own strengths and weaknesses.

B. Content:

1. Weekly grammar and vocabulary review tests.

2. Comprehension questions on short oral/written passages.

3. Selected items from practice TOEFL and TOEIC tests.

VII. ORIENTATION TO OVERSEAS STUDY (See Advanced Level Class)

C. INTERMEDIATE ENGLISH FOR ACADEMIC PURPOSES CLASS (Score of 60-70 on Michigan)

Students in this class have studied English previously. Their comprehension and conversational abilities are at an intermediate level. They usually have a good knowledge of basic English grammar and some

control of more advanced structures. Most have had some exposure to academic reading and writing skills. The mid-level course therefore helps the student to increase his/her ability in English grammar and to acquire many of the specialized reading and writing skills necessary for academic work overseas.

I. GRAMMAR: Although students at this level have studied English grammar intensively in the past, this course reviews previously learned structures and continues with more advanced structures. Special emphasis is placed on correct written English.

II. READING

A. Purpose

1. To reinforce grammar points.
2. To increase vocabulary.
3. To develop academic reading skills.
4. To increase reading speed and comprehension.

B. Content

1. Paragraphs and short passages taken from academic texts (if possible, in the participants' areas of technical study).

   a. Reading for central idea.
   b. Reading for full comprehension.
   c. Scanning for specific information.

2. Speed-reading materials.

3. Testbook surveys to acquaint students with types of books used in academic settings.

4. Nonfiction reading.

   a. Based on classroom discussion topics.
   b. Basis for writing assignments.
   c. For analysis of writing styles.

III. WRITING

A. Writing at the mid-level is often based on reading materials or classroom discussion topics. Advanced grammar points are discussed as they relate to correct written English.

B. Definition ~~by~~ of Parts of Speech.

C. Formal/Informal usage.

D. Etymology

E. Using a Dictionary

1. Word stems (prefixes, suffixes).
2. Changing words from one part of speech to another.

IV. COMMUNICATIONS SKILLS

A. Aural/oral skills are used in all aspects of classroom work. Special emphasis at this level is on understanding academic lectures.

B. Content

1. Dictation to reinforce grammar points and to develop written skills as well as comprehension skills.

2. Mini-lectures with comprehension questions; notetaking (based on student academic interests).

3. Pronunciation.

4. Classroom discussions.

V. ACADEMIC RESEARCH

A. Students will become familiar with research procedures. Although they will not write a research paper at this level, they will learn how to write one.

B. Content

1. Orientation to reference materials.

a. Use of the library
b. Use of reference books

2. The research paper: an introduction.

a. How to choose and limit a topic.
b. How to take notes.
c. How to footnote and the reasons for footnoting.
d. How to write a bibliography and the reasons for including one.

VI. TESTING

A. At this level the main emphasis is on preparing for the TOEFL/TOEIC test.

B. Content

1. Weekly tests for review and assessment (multiple choice, fill in the blanks, essay tests).

2. In-depth practice with practice TOEFL and similar tests.

a. Listening comprehension.
b. Structure and written expression.
c. Reading comprehension and vocabulary.
d. English usage
e. Reading and writing.

VII. ORIENTATION TO OVERSEAS STUDY (See Advanced Level course)

D. ADVANCED LEVEL CLASS

The students at this level have a good control of English grammar and have previously studied academic reading and writing skills. The emphasis in this class is on perfecting academic ESL skills and preparing for the TOEFL tests.

I. GRAMMAR: At this level, students have a good control over grammar structure. Grammar is reviewed through reading/writing assignments and through classroom discussions that stimulate the types of discussions encountered in an overseas academic situation.

II. RESEARCH TECHNIQUES AND TERM PAPER WRITING: To reinforce academic reading and writing skills, students will receive an orientation at this level on doing research and writing papers. The purpose is:

A. To teach the following skills involved in research.

1. Use of a library
2. Selecting and narrowing a subject for a term paper.
3. Notetaking from reading, using notecards.
4. Preparing a bibliography.
5. Sorting/selecting notes for use in final paper.
6. Outlining paper.
7. Combining outline and notes into final paper.
8. Presenting paper in final acceptable form.

B. To reinforce and/or teach reading skills useful in academic research.

1. Skimming.
2. Scanning.
3. Using index, table of contents, appendices.

C. To reinforce and/or teach writing skills useful in research.

1. Sentence structure (simple, compound, complex, compound/complex).

2. Paragraph development.

a. Topic sentences.
b. Development
c. Conclusion/transition.

3. Essay/multiple paragraph development.

a. Thesis sentence.
b. Varieties of paragraph development.

4. Essay types/purposes.

5. Notetaking skills

6. Using direct quotations/paraphrasing

III. TESTING

A. Expose student to types of tests in academic setting.

1. Multiple choice.
2. Short essay.
3. Long essay.

B. Expose students to variety of evaluation methods.

1. Percent.
2. Letter grade.
3. Evaluative comments only.

C. TOEFL in-depth preparation work.

IV. ORIENTATION TO OVERSEAS STUDY (all levels)

A. This section of the course can be conducted entirely in English (at the intermediate and high levels) or partially in the native language of the students (at the lower levels). The choice of content will depend on the destination/goal of the students (university, long or short-term work, business or industry setting, ec.) StTudents at all levels will be exposed to a variety of information about life in the U.S. and in particular, life at a U.S. university.

B. Content

1. University

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a. Types of colleges/universities.
b. Planning a course schedule.
c. Figuring grade point averages.
d. Extracurricular activities.
e. Housing.
f. Working with advisors/professionals/fellow students.
g. Credit structures, school calendars.
h. Meeting graduation requirements.

2. Orientation tos tudying in short-term courses.

a. At a university.
b. At on-the-job training site.

3. Looking at oneself as a member of a particular cultural group.

4. Adjusting to a new culture.

a. Culture-specific information.
b. Ways to approach learning about a new culture.
c. Coping with culture shock.
d. Personal expectations/expectations of host culture.

E. INTENSIVE UNDERGRADUATE/GRADUATE PREPARATORY ESL

For students who have not reached 500 on the TOEFL, this course would serve as an intensive review of material from the previous three courses. This course would be designed to work in areas of the students' weaknesses in relation to their previous TOEFL results. There would be heavy concentration on grammar, reading and listening skills.

APPENDIX C - TEACHER TRAINING

INSTRUCTORS

The successful implementation of the curriculum designed will be dependent upon a core of well-trained instructors. The teacher training component will be designed in response to a bio-sketch of the identified available faculty. The bio-sketch will include:

- o Educational background.
- o Years of teaching experience.
- o Areas of academic expertise.

TEACHER TRAINING

Based on an assessment of the teacher's:

- o Previous teaching experience in TOEFL training and English for Academic purposes;
- o Knowledge of various methods/techniques;

training sessions will be set up to include: approaches to teaching English for academic purposes; a practicum in teaching; and use of program equipment and materials.

These sessions will be offered in combinations of the following:

- o Intensive training: 2 weeks of training, 4-6 hours/day.
- o In-service training--2-hour training sessions, 3-4 times a week for 2-3 months, scaling down to once a week over a six-month period. Training will include periodic supervision and evaluation by the trainers.

A. PRACTICUM IN TEACHING

COMPONENT 1: Teaching

Objectives:

- o To develop a personal style of teaching English for Academic Purposes
- o To experiment with teaching in a student-centered learning environment.

Content:

- o Formal and informal training sessions will be presented, exposing teachers to a wide variety of student-centered methodologies and techniques.
- o Micro-teaching by teachers, receiving feedback from their peers.

COMPONENT II: Observation and Feedback

Objective:

- o To provide the tools necessary for teachers to evaluate themselves and their own teaching.
- o To maintain a consistently high quality of instruction throughout the program.

Content:

- o Observation and feedback by ESL trainers. Periodically, teachers also observe the trainer teach a lesson and provide feedback. Supervisors and teachers will work with several feedback formats.

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FINAL REPORT ON ENGLISH LANGUAGE TRAINING AND TESTING ASSISTANCE

July 31, 1988

VOLUME 2 OF 2

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for

United States Agency for International Development
Office of International Training
Washington, D.C.

Coordinated by

The Experiment in International Living

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REPORT OF THE STUDY OF ENGLISH LANGUAGE NEEDS
REQUESTED BY USAID TRAINING OFFICE, JAKARTA, INDONESIA

December 1 through 22, 1987

Prepared by ELT Specialist Christopher B. Reznich

This report was produced under Contract No. DHR-0071-C-00-6010-00, Amendment 9 between the Partners for International Education and Training and the Agency for International Development, July, 1988.

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I. SCOPE OF WORK

The USAID/Jakarta Training Office requested an English Language Training (ELT) Specialist under a contract between AID/Washington's Office of International Training (OIT) and Partners in International Education and Training (PIET). The Specialist was asked to investigate the feasibility of non-General Participant Training II (non-GPT-II) projects using GPT-II's Overseas Training Office (OTO) for pre-departure English Language Training (ELT) support, with a particular emphasis on preparation of participants entering long-term training in the United States. During this visit, a determination was made of the kinds of ELT-related services the OTO might be able to provide USAID-sponsored participants in non-GPT-II projects. The ELT Specialist's work began on December 1, 1987 and ended on December 22, 1987.

Week One consisted of initial briefings with USAID/Jakarta Training Office staff, including Mr. Donald Foster-Gross, GPT-II Project Officer, Mr. Johanes Soebroto, Training Officer, and Mr. Cameron Bonner, Chief of Education and Human Resources and Training (EHR/T). Further initial briefings occurred with OTO staff person Ms. Wendy Gaylord, Consultant, ELT Working Group. In addition, a "Scope of Work" memorandum was prepared (Appendix 1), and a questionnaire for USAID/Jakarta Project Officers (Appendix 2) was developed and distributed.

Week Two concentrated on information-gathering with USAID/Jakarta Project Officers. Interviews were arranged with Mr. Ernst Kuhn, Western Universities Agricultural Education Project Officer, Mr. Desmond O'Riordhan, PUSPIPTEK Energy Research Laboratory Project Officer, Ms. Diana Putnam, Small Scale Irrigation Management Project Officer, Ms. Margaret Brown, Provincial Area Development Project I and II Project Officer, and Mr. Richard Howells, USAID Training Advisor. The consultant attended a USAID/Jakarta Mission staff meeting for purposes of introduction. Questionnaires distributed during week one were submitted and analyzed. The results of this information-gathering process were presented at a final briefing with Project Officers during which Project Officers' ELT-related concerns were summarized. A meeting with Lee Nehrt, Senior Advisor/MUCIA was also held, as were continued meetings with Ms. Wendy Gaylord.

During Week Three, meetings were held with the OTO Division Heads: Drs. Affan Hasan, Division I, Needs Assessment, Planning and Selection; Mr. Supangkat, Division II, Preparation, Orientation, and Monitoring; Drs. Benny Hoed, Division III, Systems Development, Research, and Evaluation; and Drs. S. Haysim, Division IV, Administration and Finance. A meeting was also held with Mr. Ted Thomas, World Bank Representative of the Institute of Public Education. A draft of the final report on the consultancy was prepared.

II. USAID/JAKARTA: NEEDS FOR PARTICIPANT ELT

Since 1952, over 10,000 participants have been sent overseas for training. Every year USAID/Jakarta sends between 300-500 participants for overseas training, the majority of whom go to the United States. On the average, a non-GPT-II project with an overseas training component sends 5-15 participants per year. A little over half go for short-term training, the rest for degree programs at the Master's and Ph.D. levels. It should be noted that these are average figures; a specific program may not fit this profile, nor may a given year. Thus, any organization attempting to service ELT needs would have to be flexible in order to meet the demands.

Geographically, the majority of participants come from the Jakarta area, a logical expectation given the prevalence of qualified people in close proximity to the center of government. However, participants come from all over Indonesia. In response to the questionnaire, participants were identified in Kalimantan, Sulawesi, Sumatra, and East and West Nusatenggara. Indeed, with some projects focusing both on decentralizing development and concentrating on developing outlying areas of Indonesia, significant numbers of participants can be expected to continue to be identified outside of Jakarta, with a consequent need for English language training throughout Indonesia.

Project Officers described extensive needs for ELT among project participants. Specific needs for ELT were in the areas of English for Academic Purposes (EAP), basic English language training, pre-departure ELT

for participants entering short-term training overseas, and academic skills upgrading, including either English language maintenance or English language upgrading for participants who have completed ELT and face considerable lead time prior to departure or enrollment into studies.

A. English for Academic Purposes (EAP)

Project Officers expressed a need for ELT that prepared participants for the day-to-day work of a student in an American university program. Skills such as note-taking, analytical thinking, academic writing, and American-style classroom interaction were identified as crucial to promoting participants' success in overseas training. Some Project Officers noted that much of what passed for EAP in the past was really preparation for the Test of English as a Foreign Language (TOEFL), and that skill-building in the areas just mentioned was given little attention if indeed it was addressed at all. A solid foundation in academic skills with a view toward promoting success in the U.S. university environment was seen as a crucial goal for participant ELT.

B. General English Training, or "Pre-BELT"

If EAP can be characterized as higher level English language training aimed towards academic success in the U.S. higher education institutions, there was also a need expressed for work at the other end of the scale. This level is characterized by participants with TOEFL scores lower than 375 - the level required for admission to OTO's Beginning English Language Training (BELT) course - and great weaknesses in all English language skill areas. (See Appendix 3 for information on current OTO-brokered ELT courses.) A need was expressed for programs that address this level of student, especially in programs in outlying areas of Indonesia.

C. ELT for Short-term Training Participants

Most of the current ELT programs that prepare participants for overseas training focus on the need of individuals entering degree programs, or long-term training. A need was expressed for ELT programs addressing the needs of participants who will undergo short-term (3-6

months) overseas technical training. This issue is complex and will be addressed in more detail in later sections of this report.

D. Academic Skills Upgrading

While not directly related to the focus of this consultancy, the issue of academic skills upgrading should also be mentioned. Project Officers perceive a significant need for improving participants' skills in areas such as basic sciences, math, statistics, and computers in order to perform successfully in U.S. university academic programs. It was also noted that continued work in either English language skills upgrading or maintenance could accompany a program of academic skills upgrading prior to participant departure to the U.S.

III. USAID/JAKARTA PROJECT OFFICERS' NEEDS RELATED TO ELT

In addition to the needs of participants for ELT, another area of general concern was the needs of Project Officers related to ELT. The Project Officers expressed needs in the areas of advice and implementation.

A. Advice

Project Officers described a need to know what is available for their participants in terms of existing ELT programs. They expressed a need for regular updating on "what is out there in ELT" in areas such as programs, levels serviced, staffing, curricula and materials, costs, etc. In the past, such information was gathered by individual Project Officers, or delegated to additional staff. Advice in the area of currently available ELT would relieve Project Officers of a heavy burden.

Counseling on issues of student placement into ELT, which courses are appropriate for students at given levels, and the issue of instructional time-frames (how long it should reasonably take a student to get from one level to another) was also expressed as a need by Project Officers. Most

Project Officers are not technically equipped to make informed decisions on these matters. In the past this has resulted in incorrect student placement and unrealistic expectations for ELT. Advice in the general area of student placement would greatly suppport Project Officers in their work.

B. Implementation

Several active or "implementation" functions were identified as useful in serving USAID/Jakarta Project Officers' needs for ELT.

It was suggested that an implementing body could broker for ELT services with various ELT providers. Such a "brokering" function would include research into currently available ELT, and negotiating contracts for ELT services on behalf of projects.

Further implementation functions would include an active role in placing participants into appropriate classes and levels of instruction, coordinating or designing curricula at various levels to promote standards of quality throughout ELT programs, and monitoring programs and reporting on participant progress. In the view of USAID/Jakarta Project Officers, it would be extremely helpful to be able to pay someone on a "per head" basis to take care of ELT for them, from arranging for courses and student placement through program and student monitoring.

IV. USAID/JAKARTA ADMINISTRATIVE CONCERNS

While exploring the possibility of developing linkages between the OTO and USAID/Jakarta Project Officers, particularly in the area of ELT, issues arose related to administration. Of concern were the question of OTO interest in non-GPT-II projects and consequent advertising of OTO services to non-GPT-II Project Officers; the issue of participant testing and criteria for selection for overseas training; contractual arrangements; and the possibility of using OTO ELT services independently of other OTO services such as selection and placement.

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A. OTO Interest in Non-GPT-II Projects and Advertising OTO Services

Project Officers currently question whether the OTO wants to develop relationships with non-GPT-II projects. The perception may exist both within the OTO and USAID/Jakarta that the OTO was created to serve the needs of the GPT-II project and other selected projects exclusively. There is now no official relationship established between OTO and non-GPT-II projects. USAID/Jakarta Project Officers expressed a need for an expanded sense of purpose within the OTO to take into account the needs of non-GPT-II projects and to begin building bridges with the non-GPT-II projects.

In a related matter, Project Officers expressed a need for information-sharing on the part of the OTO. For example, there currently does not exist a list of contact persons and phone numbers, nor a ready set of guidelines and procedures for non-GPT-II Project Officers to consult when in need of OTO services. Thus, an expanded role for OTO to include serving non-GPT-II projects would necessitate the OTO promoting their services and explaining guidelines and procedures for the information of non-GPT-II Project Officers. Such information-sharing could include: contact persons for specific services within the OTO (ELT, participant selection, or participant placement, for example), and their phone numbers; guidelines for entry into scheduled ELT classes in terms of minimum and maximum numbers of participants, TOEFL and/or ALI/GU entry-level scores for various ELT programs, as well as guidelines regarding other OTO services; and procedures for initiating a request for OTO ELT and other OTO services. Such information could be incorporated into the USAID/Jakarta Project Officer's Handbook under topics such as "English Language Training", "Overseas Placement", and the like.

B. Participant Testing and Criteria for Selection and Training

According to USAID/Jakarta, Project Officers and their counterparts largely perform the participant selection duties related to their projects. Thus, in the view of USAID/Jakarta Project Officers, there is no need to administer the Tes Potensi Academik* (TPA) to participants who have already

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* TPA: An aptitude test used during selection of participants for overseas training and other purposes, written in Bahasa Indonesia and similar to the Graduate Record Examination.

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been selected for overseas training and, in many cases, have already taken Graduate Record Examinations (GRE) and have been accepted to U.S. universities. Project Officers would like to be assured of flexibility in OTO's application of the TPA requirement by waiving it for participants who are not undergoing OTO selection processes, of which the TPA is a part, but just want to avail themselves of OTO ELT services.

In a similar vein, USAID/Jakarta Project Officers wish to maintain their autonomy in setting selection criteria for overseas training in the event that a candidate takes the TPA as part of the project selection process. In this instance, the Project Officer would limit the use of OTO services to administration of the TPA, without availing him/herself of the entire OTO overseas participant selection process.

One further issue related to testing is that of the placement testing instrument for ELT. Project Officers have noted that the American Language Institute/Georgetown University (ALI/GU) test of English language proficiency is administered twice weekly at the USAID/Jakarta Mission. Thus, it would facilitate their work if ALI/GU scores were admissible for purposes of placement into OTO-brokered ELT.

C. Contractual Relationships

Given the unsettled organizational status of OTO, as will be described later in this report, USAID/Jakarta Project Officers have questions regarding contractual relationships between projects and OTO-brokered ELT programs: Would the contract exist between the project and ELT service provider? Would it exist between the project and OTO, with OTO funneling monies to the ELT service provider? Clarification of contractual relationships is of concern to Project Officers who are responsible for the fiscal health of their projects.

D. "Independence" of OTO ELT Services

In order to be of use to USAID/Jakarta Project Officers, ELT and other services would need to be offfered independently of each other, as well as

part of an overall system as is currently the case with the GPT-II project. In many instances, Project Officers would like to enter relationships with the OTO for the sole purpose of securing ELT for their participants, without opting for other OTO services such as selection for overseas training and overseas training placement. Project Officers would appreciate the ability to use OTO ELT independently of other OTO services.

V. SUMMARY: USAID/JAKARTA

USAID/Jakarta Project Officers expressed needs and concerns in both technical and administrative areas.

Technically, needs were raised for participant ELT in English for Academic Purposes (EAP), in basic English training, or "pre-BELT", in pre-departure ELT for participants entering short-term training, and academic skills upgrading. Project Officers also expressed needs for technical advice related to participant placement into ELT programs, and information related to currently available ELT programs. They also noted implementation roles necessary in areas such as brokering for ELT services, participant placement into ELT, curricula coordination and development, and participant and program monitoring and reporting.

Administratively, Project Officers expressed concerns over the current lack of an official relationship between the OTO and non-GPT-II projects. They expressed a need for information-sharing on the part of OTO regarding contact persons, ELT and other program and service guidelines, and procedures for initiating OTO services. The issue of waiving the TPA for participants <u>not</u> engaged in the OTO selection process was raised, as was the helpfulness of accepting ALI/GU scores in lieu of TOEFL scores for purposes of placement. The issue of maintaining the right to set criteria for selection based in part upon TPA scores for participants <u>not</u> undergoing the OTO selection process was also mentioned. The question of contractual relationships needs to be resolved, as does the ability of Project Officers to use OTO ELT services independently of other OTO services.

VI. THE OVERSEAS TRAINING OFFICE (OTO): GENERAL INFORMATION

The Overseas Training Office (OTO) was initiated as part of the GPT-II project in 1984. It is composed of two bodies, a policy-making National Steering Committee on Training (NSCOT) and the implementing body, the OTO. The OTO Division Heads and the Director combine to form the Tim Paleksana, an advisory body which conducts research and makes recommendations to NSCOT.

The staff of the OTO consists of five senior officers: Drs. Saadilah Mursjid, Director; Drs. Affan Hasan, Head of Division I, Needs Assessment, Planning, and Selection; Mr. Supangkat, Head of Division II, Preparation, Orienation, and Monitoring; Drs. Benny Hoed, Head of Division III, Systems Development, Research, and Evaluation; and Drs. S. Hasyim, Head of Division IV, Administration and Finance. In addition to the Divisions, ad hoc Working Groups on selection and testing, English language teaching, cross-cultural orientation, subject matter upgrading, non-governmental organizations, and participant data management services also exist.

Currently, the OTO administers a small World Bank project in addition to GPT-II. A second general training program financed by the Canadian International Development Agency (CIDA) will begin shortly, as will a Dutch-funded training program.

The OTO has developed an integrated system to serve Indonesia's needs for overseas training. The system includes training needs analysis and planning, recruitment, participant selection, English language training, subject matter preparation, cross-cultural orientation, participant placement, support, monitoring, and re-entry. The focus in this report will be primarily on current ELT services.

VII. THE OTO ELT PROGRAM

A. Overview

The ELT Working Group of the OTO, under the direction of Drs. Latief and through the efforts of Ms. Wendy Gaylord, ELT Consultant, have, in the last year and a half, implemented a comprehensive, quality English Language Training Program (ELT).

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The OTO ELT program is a three-level design comprising Beginning English Language Training (BELT), English for Academic Purposes I (EAP I), and English for Academic Purposes II (EAP II). The program is designed not only as a grammar and TOEFL preparation course, but is intended to address also the rigors of required academic reading, the differences in academic writing systems, and cultural issues arising from different academic systems. (See Appendix 3.)

B. Testing

The OTO ELT program uses the Test of English as a Foreign Language (TOEFL) for purposes of placement into ELT and for final assessment of student proficiency. The rationale for use of the TOEFL is its prevalence as a requirement for admission to universities in the United States. During EAP II, two International TOEFLs are required, one at the mid-point, the other at the end of the course.

In order to enter the BELT course, participants must attain a score of at least 375-425 on the TOEFL. Entrance into EAP I requires a TOEFL score between 426 and 475. EAP II entry scores are 476 TOEFL and above. The OTO currently does not offer an ELT course for participants who have TOEFL scores below 375. Instead, the OTO can refer such participants to many locally available programs that have courses addressing the needs of beginning English learners.

C. Course Overviews: BELT, EAP I, and EAP II.

The OTO ELT program has as its goal preparing participants for success in the overseas, primarily U.S., academic environment. As mentioned earlier, more than TOEFL preparation and grammar instruction, the common themes of many so-called English for Academic Purposes programs, are required to promote international student performance in U.S. universities. The OTO ELT program recognizes this and addresses the issue by incorporating features such as communication skills within small groups, oral clarification skills, and stress on the organizational aspects of writing, on research techniques, on note-taking, and on academic writing.

The BELT course prepares participants for the two succeeding EAP courses by addressing basic language skills development and grammar review. Objectives in the four language skill areas are geared toward bringing advanced beginning or intermediate students up to a level where they can begin to undertake more rigorous English training related to overseas academic study.

During EAP I and EAP II, participants are encouraged to take greater responsibility for their own learning, in the hopes that this attitude will carry over into their academic study overseas. Course objectives address the needs for analytical thinking and organizational skills in academic writing, the ability to interact in an American classroom environment through question and answer and classroom discussion, and lecture-related and research skills such as note-taking and extracting the main ideas from an oral presentation or a written work.

D. Efficacy

The BELT/EAP I/EAP II program operated by the OTO has indicated its potential with the first organized group of participants to undergo instruction. The results of the mid-term TOEFL for the group currently in EAP II are impressive. Eighty-seven of 109 participants scored in the 500-550 range, having entered EAP II at the 475+ level. Further gains are expected for the groups during testing upon completion of EAP II.

E. OTO ELT Program Administration

Currently, the OTO operates BELT and EAP I programs at the University of Sriwijaya, Palembang; University of Hasanuddin, Sulawesi; University of Jakarta; and the Lembaga Administrasi Negara (LAN), Jakarta. The potential exists for operating BELT and EAP I programs at other language centers throughout Indonesia, although this would need to be explored in light of future demand for programs of this kind and available funding.

EAP II is currently offered at two language centers in Jakarta, the British Council and the Australian Language Center. No plan as yet exists for expanding the program to other centers.

The OTO has produced a calendar running through 1989 providing TOEFL test dates, dates for ELT courses, university admissions tests such as the GRE and GMAT, and other important dates. The calendar is currently available from OTO upon request. (See Appendix 4.) Project Officers interested in OTO ELT services should contact Drs. Affan Hasan, Division I Head, in order to discuss possible arrangements.

VIII. OTO ELT AND USAID/JAKARTA PROJECT OFFICERS' TECHNICAL CONCERNS

A. Pre-BELT

The OTO has in place a program that directly addresses the needs for ELT of project participants preparing for long-term training. The need for pre-BELT English training expressed by Project Officers is not currently addressed by OTO ELT, however, and there are not plans to do so in the near future. OTO officials report that the OTO would be willing to advise Project Officers on the availability of pre-BELT courses for participants not eligible to enroll in BELT courses due to low TOEFL scores.

B. Academic Skills Upgrading

The issue of academic skills upgrading is currently under discussion within OTO. Plans are being developed for an "EAP 2.5" to be implemented within Indonesia, comprising academic skills upgrading in basic sciences, math, statistics, and computers; English language skills upgrading for participants attaining less than 550 TOEFL during end-of-course testing following EAP II; and English language skills maintenance for those participants attaining 550+ TOEFL score. Current practice is to send participants to the U.S. for study in summer language institutes prior to enrolling for academic study for the fall semester. No academic skills upgrading is performed under this model. The proposed "EAP 2.5" within Indonesia would directly address Project Officers' expressed need for academic skills upgrading, while simultaneously upgrading or maintaining participants' English language skills.

C. ELT for Short-term Training

In the past, the OTO has on occasion selected for short-term overseas training participants who could not qualify for long-term degree training. This practice would seem to require additional study, since a person not qualified for long-term study, especially because of English language skills, would require at least as much preparation for short-term training. It would not make sense to provide 12-15 months of ELT for a participant who has to undergo a 3-6 month training program. It would also not make sense to send participants for short-term training who are not prepared well enough to ensure a reasonable chance of success. At this point, the OTO does not provide ELT for participants entering short-term training. Officials within the OTO and donor organizations have voiced a need for research into the efficacy of short-term training, and who could benefit from it. It does not appear that these issues will be resolved for quite some time. Thus, Project Officers in need of ELT for participants entering short-term training will have to look elsewhere.

D. Advice and Implementation

OTO officials have expressed a willingness to serve in both advisory and implementation capacities for USAID/Jakarta Project Officers. Information currently exists within the OTO on the state of ELT in Jakarta and throughout Indonesia, the result of studies conducted by donor organizations working within OTO. Technical expertise is available to assist with student placement into ELT. Furthermore, it is clear that a comprehensive ELT program is in place and ready to serve non-GPT-II participant needs for ELT. What is required are on-going relationships between OTO and non-GPT-II Project Officers for, at a minimum, purposes of information-sharing and, at most, for providing comprehensive ELT and other OTO services. OTO officials have expressed a willingness to promote such relationships.

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IX. OTO ELT AND USAID/JAKARTA PROJECT OFFICERS' ADMINISTRATIVE CONCERNS

A. OTO Interest in Non-GPT-II Projects and Advertising OTO Services

As mentioned previously, the OTO is not explicitly authorized to serve the needs of non-GPT-II projects. In discussions with OTO officials, however, it was evident that relationships between OTO and non-GPT-II projects could and should be promoted. OTO officials noted that it would require policy direction from NSCOT with input from the Tim Paleksana to begin to lay out guidelines and procedures as a foundation for links between the OTO and non-GPT-II projects. OTO officials appeared confident that OTO authority could be expanded to include serving non-GPT-II projects. OTO officials also noted the need to advertise its services to Project Officers by providing names and telephone numbers of contact persons for specific services, providing guidelines and procedures for different services, and dates and time frames. OTO officials seemed hopeful that such information could be forthcoming and would greatly facilitate bridge-building between the OTO and USAID/Jakarta Project Officers.

B. Participant Testing and Criteria for Selection for Overseas Training

On the issue of participant testing using instruments such as the TPA, there appeared to be flexibility within certain guidelines. Under current OTO policy, if a participant enters the OTO selection system, he/she must take the TPA as part of that process. The question then arose as to whether the TPA could be waived for participants who had already been selected for overseas training by their projects, and who just wanted to avail themselves of OTO ELT services. It was indicated that this could be done, since these participants would not be part of the overall OTO system or the selection process, but were just using OTO ELT services.

The issue of setting criteria of selection for overseas training was also addressed. OTO officials indicated that it was current practice, when called upon to administer the TPA for government departments who were doing their own participant selection, to report the scores to the departments

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and leave it to them to set their own cut-off scores for selection. OTO officials indicated that this could also be the case for USAID/Jakarta Project Officers as well: OTO would function as a testing agency in certrain cases, reporting TPA scores to Project Officers, and leaving it to Project Officers to set their own criteria for selection. Again, such a practice would apply in cases where the OTO was being asked to act in a testing capacity only, and not to engage in a full selection process on behalf of the donor. Furthermore, OTO officials noted that such a matter of policy would also have to be decided by NSCOT with input from the Tim Paleksana.

On the question of accepting ALI/GU scores in lieu of TOEFL scores, OTO officials indicated that this was possible, as there are tables correlating TOEFL and ALI/GU scores. It would just be a matter of consulting such tables when ALI/GU scores were received.

C. Contractual Relationships

The area of contractual relationships is very unclear, insofar as it depends upon the future structure and institutionalization of the OTO. This issue is currently under deliberation within NSCOT. The outcome of these discussions will have far-reaching implications in the area of contractual realtionships between donor, the OTO, and ELT service providers. Currently, the OTO cannot accept fees for its services. Therefore funding for the OTO is problematic, as the OTO must depend upon the government of Indonesia for funds, which in turn needs to balance a wide variety of priorities with limited funds. It was the sense of OTO officials and others that in order to be economically viable, the OTO needs a means of covering its costs, and that the most efficient way would be to charge fees for its services. The suggestion was made that the OTO could operate as either a "yayasan", or government-owned corporation, or as a private organization. In either case, OTO could then collect fees for services and be self-sustaining. One scenario would witness the "institutionalization of functions" of the OTO in various manners. For example, the policy-making functions of NSCOT would remain within a government body. Administration of the TPA could be combined with other

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testing services as a private Indonesian testing organization. The other service functions of the OTO such as participant recruitment, selection, ELT, placement, and monitoring could be institutionalized within a "yayasan", allowing it to collect fees for services while maintaining close government links. The issue of the future structure of the OTO must be decided, in any case, before contractual relationships between USAID/Jakarta projects, the OTO, and ELT service providers can be specified.

D. The "Independence" of OTO ELT Services

The need of Project Officers to use OTO ELT independently of other OTO services, such as participant selection and placement, was supported within the OTO. Given Project Officer roles in participant training selection within their projects, OTO ability to provide ELT services independently of other OTO services would seem necessary. Again, this is an issue that would need to be discussed within NSCOT with input from the Tim Paleksana as a matter of policy to institutionalize links between the OTO and non-GPT-II projects. No problem was foreseen in forging such a policy.

The question of whether Project Officers could pay for OTO ELT on a "per head" basis relates to the larger issue of contractual relationships between donors, the OTO, and ELT service providers. Again, this issue is in turn related to the future institutional status and structure of the OTO. A timely resolution of this issue will allow discussions of practical matters to move forward.

X. SUMMARY: THE OTO

The OTO is in a strong position to provide quality ELT for non-GPT-II project participants. The advisory and implementation capacities of the OTO could be of great service to non-GPT-II Project Officers. The big question that remains, and upon which future relationships between the OTO and non-GPT-II Project Officers hinges, is that of the future insitutional

structure of the OTO, which bears upon its ability to collect fees for its services. This issue is now before NSCOT. A timely resolution of this issue will clear the way for the formation of relationships between the OTO and non-GPT-II projects.

XI. RECOMMENDATIONS

The following recommendations are made despite OTO's undetermined institutional status. It is hoped that timely resolution of OTO's status, particularly its ability to accept fees for services, will then allow consideration and possible implementation of these recommendations, in whole or in part. The recommendations are made in the areas of initiating and promoting relationships between the OTO and non-GPT-II projects through policy decisions and through information-sharing; detailing specific capacities in which the OTO could serve the ELT needs of non-GPT-II projects, both in advisory and on implementation levels; describing future possibilities for OTO development that would further serve the needs of non-GPT-II projects; suggesting the institutionalization of an ELT unit within the OTO specifically to address ELT-related needs.

A. Initiating and Promoting Relationships Between the OTO and Non-GPT-II Projects

Recommendation: That NSCOT, with input from the Tim Paleksana, formulate and implement policies that would allow for the establishment of services to non-GPT-II projects. Furthermore, that the OTO develop a brochure, or add to or revise existing materials, to promote its services by indicating contact persons within the OTO for specific services and by specifying and describing procedures and formalities required when requesting OTO services.

B. Capacities: Advice and Implementation

Recommendation: That the OTO act in an advisory capacity by providing regularly updated information to non-GPT-II Project Officers on the current state of the ELT field in Jakarta and, insofar as practical, throughout

Indonesia. Such information would include features such as names and current addresses of non-native speakers of English; program descriptions, including aims and objectives; materials and curricula employed; educational approaches and methodologies; program duration and costs; ability of programs to expand upon short notice; ability of programs to tailor courses to specific needs; testing and student monitoring and reporting; program monitoring; and other information which would be useful to Project Officers when determining possible ELT alternatives for participants.

Recommendation: That as part of OTO's advisory capacity it be available to confer with individual Project Officers regarding participant placement in ELT, possibilities for instruction at the pre-BELT level, expectations for training, and instructional time frames. Hopefully, the OTO could, in its advisory capacity, supply any ELT-related information to Project Officers, in the process relieving Project Officers of a time-consuming responsibility.

Recommendation: That the OTO expand its implementation capacities to serve the ELT needs of non-GPT-II projects by: brokering for ELT with ELT service providers; performing student placement functions and monitoring participant progress and reporting same; monitoring ELT programs in which participants are enrolled; and coordinating and engaging in curriculum development when and where necessary. It is further recommended that NSCOT and the OTO develop policies and mechanisms that would allow Project Officers to pay for such services on a "per head" basis.

It would be most helpful if the OTO would waive any TPA requirement for participants who are not undergoing the OTO selection process, but are only using OTO ELT services. It is further recommended that the OTO accept ALI/GU scores in lieu of TOEFL scores for purposes of student placement into ELT. It is also recommended that, when the OTO is asked to administer the TPA to non-GPT-II participants not engaged in the OTO selection process, that the right of setting criteria for selection remain with the Individual Project Officer.

C. Future Possibilities

Recommendation: That the OTO continue planning and move forward on implementation of academic skills upgrading as a feature of its pre-departure participant preparation. That, furthermore, such upgrading include participant English language skills maintenance or upgrading, as required.

Recommendation: That study be given to issues of preparing participants for short-term training, and the efficacy of short-term training. Such issues include: what are realistic expectations of benefits to be derived from short-term training? Who should undergo short-term training, and toward what goals? Should ELT be provided for participants entering short-term training? How much pre-departure training is reasonable?

D. Institutionalizing ELT Within the OTO

Recommendation: That the OTO create an ELT Unit, either as a separate Division or as a Unit within a Division, charged with fulfilling advisory and implementation functions related to ELT. Such a Unit would carry on the work of the ELT Working Group on a permanent basis. It is further recommended that such an ELT Unit be staffed by a Director, an International ELT Consultant, an Administrative Assistant with experience in ELT, and a Secretary. Such an ELT Unit would be able to carry out all ELT-related functions.

XII. SUMMARY

Since its inception the Overseas Training Office has assumed large responsibilites in the areas of participant recruitment, selection, training, placement, support, and monitoring. It is currently in a position to extend its services, particularly those related to English language training, beyond the GPT-II project. It is hoped that the OTO and non-GPT-II Project Officers will move forward together in a mutually satisfying and productive relationship, and that this report will contribute to that relationship.

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APPENDICES

SCOPE OF WORK

Introduction

At the request of the USAID/Jakarta's Training Office, and under contract from AID/Washington's Office of International Training (OIT) with funding from Partners in International Education and Training (PIET), I am consulting on the feasability of non-GPT-II projects using GPT-II's Overseas Training Office (OTO) for pre-departure training support. During this consultancy, which runs from 12/2/87 to 12/22/87, I will be investigating the kinds of ELT-related services OTO might be able to provide USAID-sponsored participants in non-GPT-II projects.

General Consultancy Outline

Week one of the consultancy will consist of initial briefings with USAID/Jakarta Training Officer Staff including Mr. Donald Foster-Gross, GPT-II Project Officer, Mr. Johanes Soebroto, Training Officer, and Mr. Cameron Bonner, Chief of EHR/T, and initial briefings with OTO staff person Ms. Wendy Gaylord, ELT Working Group Consultant. In addition will be preparation of a questionnaire for USAID/Jakarta Project Officers, and preparation of a "scope of work" memorandum.

Week two will include information-gathering with USAID/Jakarta Project Officers, comprising an analysis of the results from the questionnaire; attendance at a Missions staff meeting to be introduced to and remind staff to return the questionnaire, and to describe some general goals for a special briefing session; preparation of a report detailing USAID/Jakarta Project Officers input; attendance at an ELT Liaison meeting; and other briefings as arranged.

Week three will include briefings with OTO officials including Drs. Mursjid, Director; Drs. Hasan, Division I Head; Drs. Hoed, Division III Head; and Drs. Latief, ELT Working Group Chief; other briefings as arranged; and begin draft final report

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Week four (Monday and Tuesday) will be devoted to completing draft final report and its presentation to USAID/Jakarta Training Office Staff.

Christopher B. Reznich, ELT Specialist
December 4, 1987

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APPENDIX #2

MEMORANDUM

Date: 4 December 1987

From: Christopher B. Reznich, ELT Consultant

Subject: English Language Training (ELT) Consultancy and Questionnaire

To: USAID/Jakarta Project Officers

Thru: Donald Foster-Gross, EHR/T

I am currently consulting at the request of the USAID/Jakarta's Training Office under contract from AID/Washington's Office of International Training (OIT), on the feasability of non-GPT-II projects using GPT-II's Overseas Training Office (OTO) for pre-departure training support. During my consultancy, from December 2, 1987 to December 23, 1987, I will be looking at the kinds of ELT-related services OTO might be able to provide your USAID-sponsored participants in non-GPT-II projects. This questionnaire is to provide me with information about the ELT needs of USAID project participants. Please return this questionnaire to me c/o Don Foster-Gross, EHR/T, by Wednesday, December 9, 1987.

I would also welcome your attendance at a meeting:

on Friday, December 11, 1987
at 1:00 p.m. in the USAID Conference Room

to complete my briefing on USAID/Jakarta participant training in the area of ELT, first by reviewing the results of this questionnaire and then by soliciting additional comments and information from you. I intend to bring this information to the attention of OTO officials in order to obtain information relevant to USAID/Jakarta program officers' ELT concerns. A representative from OTO may attend this meeting. Your cooperation is crucial to fostering this information gathering and sharing process.

I apologize for the short notice and insufficient time allowed for your responses, but to be of service to you I will need this kind of information prior to my discusisons with OTO.

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Please answer the following questions to the best of your knowledge. I understand that not all questions may be able to be answered by you at this time. If that is the case please write "don't know", as that response will provide us with information as well. Your best efforts will be greatly appreciated.

1.a Your name:

1.b Name of project:

1.c Approximate number of participants in project that will require ELT, i.e., that will be entering either short or long term training in which the medium of instruction will be English:
(If "0 participants", it won't be necessary to complete this questionnaire any further, but please return.)

1.d Geographic location of participants in need of ELT:

1.e If possible, describe current levels of participants' English proficiency:*

listening: reading:
speaking: writing:

2. Does your project provide a budget for:

/7 pre-departure ELT
/7 stateside ELT
/7 no budget provided for ELT

3. Under your project, who is responsible for funding ELT:

/7 GOI
/7 Contractor
/7 Other, specify_____
/7 No one

* If you don't know, how would you find out?

Would you like this to be part of the services offered by OTO?

4. How far in advance could you give notice of intention to enroll participants in ELT:

/7 less than 1 month
/7 1 - 3 months
/7 3 - 6 months
/7 6 months - 1 year
/7 over 1 year

5. Have participants who would require ELT been tested for English proficiency using the TOEFL (Test of English as a Foreign Language)?

/7 yes /7 no

Using another test?

/7 yes, please specify _____ /7 no

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APPENDIX #3

OVERSEAS TRAINING OFFICE
English Language Training Program

1. Introduction

2. Program Aims and Objectives
   - 2.1 Overall
   - 2.2 Basic English Language Training (BELT)
   - 2.3 English for Academic Purposes I (EAP I)
   - 2.4 English for Academic Purposes II (EAP II)

3. Specifications of Program
   - 3.1 Duration
   - 3.2 Intensity
   - 3.3 Responsibilities of ELT Programs providing OTO ELT

4. Syllabus Design

5. Methodology

6. Testing, Evaluation and Grading
   - 6.1 Criteria for advancing levels
   - 6.2 Standardized tests
   - 6.3 Report forms

7. OTO Support
   - 7.1 Coordination meetings
   - 7.2 Monitoring visits
   - 7.3 Professional development meetings and workshops
   - 7.4 Teacher exchanges

8. OTO ELT Program Calendar

September 16, 1987
eltprog.tor

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APPENDIX #3

1. INTRODUCTION

The OTO ELT Program has developed from an initial design in 1985 to a program which has been tested and modified in six English language teaching institutions since 1986. What follows is a brief description of the ELT portion of the overall pre-departure preparation program of the OTO. It continues to undergo revision and evaluation in efforts to improve the English language preparation provided to participants.

One major premise of the ELT program is that English language preparation is not merely TOEFL preparation, nor is it merely learning of grammar. The overall program is intended to introduce participants to not only the language needed to pass the TOEFL, but also to cultural differences in academic systems, differences in conventions of academic writing, and to prepare them for the volume and variety of reading required at university.

2. PROGRAM AIMS AND OBJECTIVES

The overall aims of the OTO ELT program are to prepare Indonesian candidates for graduate study overseas in English language skills, academic skills and cross cultural awareness. Academically qualified participants should be proficient enough in English to be able to follow graduate level courses in overseas universities.

English language preparation for overseas study is to be done in three stages; firstly at an established Government of Indonesia regional center or university, where 3 9 months of training will be provided using both Indonesian and native speaker teachers. The second, 6 month stage is to be held at a center specializing in English for Academic Purposes in Jakarta, with native speaker teachers, and the third 2 3 month stage is training at a program in the target country.

2.1 Overall Program Objectives

By the end of English language training participants should

Be able to communicate with native English speakers in a variety of daily situations, to initiate interaction, ask questions and appropriately interpret responses.

Be able to participate and communicate effectively in English during their academic programs overseas.

Have begun to acquire classroom strategies and study skills needed for their academic programs. These include lecture comprehension and note taking, using library resources, reading rapidly and selectively, and writing academic papers.

Have obtained a score on a standardized recognized test of

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English which is required by the intended graduate programs. (Most U.S. universities require a 550 on the TOEFL) These scores should be considered in conjunction with other evidence of participants' English proficiency, such as teachers' evaluations, other test scores, interviews, etc.

Have become familiar with classroom styles and teacher expectations similar to those they will be encountering at their universities. This includes emphasis on self directed learning, problem solving and a questioning approach to learning.

Have begun to explore cross cultural differences and to examine their own assumptions about both Indonesian and foreign cultures.

2.2 Performance Objectives for Basic English Language Training (BELT)

This level is for participants who have scored between 375 and 425 on an Institutional or International TOEFL. Materials and exercises at this level emphasize reading, speaking and a basic grammar review, with activities integrating speaking, listening, reading and writing skills.

Main objectives in English for students completing the BELT level are that they be able to:

Reading

recognize the main idea and identify specific information from a simple text.
read and demonstrate comprehension of slightly simplified material at familiar topics at a speed of at least 100 words per minute for up to ten minutes.
read short pieces of native speaker material on familiar subjects in order to complete tasks at the appropriate level.

Speaking

prepare and present orally for at least two minutes information on a familiar topic.
communicate on familiar topics with adequate stress and intonation to be understood by a native speaker.
ask and answer questions in pairs or small groups using patterns taught in class.

Listening

understand and respond to common classroom instructions and questions.
recognize the main idea of a simple passage via the

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completion of assigned tasks.
demonstrate ability to make basic phonological discriminations (e.g. phonemes, weak forms, etc.)

Writing

write sentences using the grammatical structures taught.
write understandable, cohesive paragraphs on familiar topics.
use punctuation correctly.

Other

score at least 426 on the TOEFL
begin demonstrating basic study strategies

2.3 Performance Objectives for English for Academic Purposes I (EAP I)

This level is for participants who have scored between 426 and 475 on an Institutional or International TOEFL. At this level the introduction of most of the essential grammatical constructions is completed and participants begin to practice reading, writing and speaking strategies which will enable them to function in an academic setting. Students begin to be encouraged to take responsibility for their own learning and to establish patterns of independent learning which will be of use during their academic programs overseas.

Main objectives in English for students completing the EAP I level are that they be able to:

Reading

read and demonstrate comprehension of slightly simplified material on familiar topics read at at speed of at least 150 words per minute.
read unsimplified material on familiar topics with accurate comprehension of the main ideas in order to complete tasks at the appropriate level.
begin to recognize the obvious organizational and transitional features of academic discourse.

Speaking

talk about a wide range of subjects with the aid of circum locution and rephrasing.
prepare and present 5 minute reports on formal but familiar topics, observing the time limit.
ask relevant questions when requesting cla ification or repetition or when participating in a conversation.
interact in social situations using appropriate turn taking strategies.

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Listening

understand the main points of casual conversation with educated speakers of English talking about subjects such as current events with only occasional repetition or rephrasing.
understand and demonstrate comprehension of narratives and discussions on general topics.
extract specific information from a passage in order to complete a given task.

Writing

write well organized, grammatically accurate paragraphs on formal but familiar topics.
write short pieces of expository writing (200 300 words), using some cohesive devices, a logical flow of ideas and clear organization.

Other

score at least 476 on the TOEFL
demonstrate study skills and strategies appropriate for academic study

2.4 Performance Objectives for English for Academic Purposes II (EAP II)

This level is for participants who have scored over 475 onan institutional or international TOEFL. At this level the emphasis is on the reading, writing and speaking skills required in an academic setting. In addition preparation for required English tests (TOEFL, ELTS or other) will be provided. Participants will be required to use the library and to become acquainted with the university system and specific programs in their intended fields of study.

Objectives for each center providing ELT are listed below.

British Council

By the end of the course the students will be able:

READING SKILLS

1. Size and type of text	to read and understand texts of 1000 words or more in length which are a) of a general academic nature including charts, graphs and diagrams b) journalistic, e.g. news/features
2. Understanding	a) to recognize the writer's main points

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different types of information

b) to understand explicitly stated information by understanding
(i) cohesive devices, e.g. pronouns used for reference
(ii) discourse markers, e.g. 'therefore', 'because', 'finally'
(iii) general academic words/phrases

c) to understand most of the information in a text not explicitly stated but quite clearly implied

d) to recognize the writer's attitude towards the topic

e) to understand the meaning of different types of written communication, e.g. warnings, instructions, etc.

3. Speed and Skills type of text and task

a) to vary reading speed to suit the

b) to apply the appropriate skill skimming, scanning, close reading, to the task

c) to deduce the meaning of unfamiliar words/phrases and to consult a dictionary as appropriate

d) to evaluate the validity and relevance of a text to a particular purpose, e.g. research for an academic paper.

ORAL SKILLS

1. Size and type of text

to take part in

a) a conversation on a familiar topic with a native speaker for up to 10 15 minutes

b) a small group discussion. The student may speak at less than native speaker speed.

2. Communicative Skills

a) to respond appropriately to major points in a discussion by giving supporting details.

b) to talk about topics relevant to their own interests and fields using a variety of language functions(description, instruction, exemplification, etc.)

c) to express information, ideas and opinions fairly accurately. There will be some grammatical inaccuracies.

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d) to change topic and style appropriately according to the demands of the situation.
e) to speak at some length without assistance from the interlocutor.
f) to use communication strategies such as circumlocution, rephrasing, etc.

LISTENING SKILLS

1. Size and type of text	to deal with the following types of authentic/semi authentic texts spoken at normal speed and presented either on tape of face to face. a) Monologues/dialogues on general topics(up to 10 minutes in length) b) Monologues/lectures on general academic topics(over 10 minutes in length).
2. Understanding different types of information	a) to follow the gist and extract specific information from texts, by using and exploiting a wide range of listening techniques. b) to follow the organizational sequence of academic texts. c) to recognise, make inferences from, and respond appropriately to, significant changes of tone, discourse markers, and features of stress, rhythmn and intonation commmon to academic and social discourse. d) to understand and respond to the contextual/indexical meaning of utterances. The students will sometimmes have to ask for repetition or seek clarification when the rate of delivery is unusually fast or the topic unfamiliar.

WRITING SKILLS

1. Size and type of text	to produce a short original piece of academic writing of approximately 1000 words.
2. Giving different types of information appropriately	a) to present information relevant to the topic. b) to present material in a well organized manner, using facts, opinions, examples, etc. to support the argument. c) to use appropriately a limited selection of logical connectors (e.g. therefore, however, etc.)

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d) to use most of the following language functions appropriately and express them using appropriate and reasonably accurate grammatical forms:
generalizing
presenting a balanced argument
comparing and contrasting
defining
classifying
expressing cause and effect
exemplifying
hypothesising

e) to research material, take notes, and acknowledge reference sources in order to write essays, tutorial papers, etc.

f) to assess their own writing in order to identify areas of potential misunderstanding and to redraft as necessary.

g) to express ideas and information taken from outside sources without plagiarizing

h) to use a style appropriate to academic writing (e.g. use of vocabulary and forms appropriate for essays, seminar papers, etc.)

i) to use reasonably accurate grammatical patterns.

Australian Language Centre

READING SKILLS

Students will be able to read authentic texts on topics of general or general academic interest of a length of approxiamately 1000 words.

They will be able to:

i) recognize the main ideas
ii) identify specific information
iii) recognize inferred meaning
iv) understand the use of discourse markers and cohesive devices
v) recognize language functions
vi) infer the meaning of unknown words from context and from morphological clues
vii) select the appropriate skill for processing a text, e.g. skimming,

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scanning, etc.

viii) critically analyse a text, detect bias, distinguish fact from opinion and assess the text's relevance to a given task.

ix) summarize andd/or take notes from a text in such a manner as to allow their accurate reconstruction

x) accurately interpret non linear texts

xi) develop a wide vocabulary

LISTENING SKILLS

Students will be able to comprehend authentic texts spoken in a variety of accents at normal speed:

a) General conversation of approximately 10 minutes in length

b) Lecture or monologue on a topic of general academic interest of 15 30 minutes in length

In relation to such texts, students will be able to:

i) extract the main idea

ii) identify specific information

iii) identify situation, relationship between speakers, speaker attitude, etc.

iv) identify language function

v) comprehend function of a variety of discourse markers

vi) recognize the function of changes in stress, rhythm and intonation

vii) infer meaning of unknown words from context

viii) take accurate notes

ix) recognize reduced forms

WRITING SKILLS

Students should be able to write a well structured essay of approximately 1000 words with appropriate use of main and supporting information on a topic of general academic interest.

They should be able to:

i) correctly use a topic sentence

ii) utilize effective essay writing techniques including:

- appropriate paragraphing
- use of introduction
- use of conclusion
- accurate punctuation
- use of a range of discourse markers and cohesive devices

iii) write paragraphs expressing the following language functions with a reasonable

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degree of grammatical accuracy.
definition
description
classification
exemplification
comparison and contrast
cause and effect
prediction
hypothesis formation
presenting an opinion

iv) relate linear to non linear text
v) draw on a number of texts without plagiarizing
vi) use a wide vocabulary with both semantic and grammatical accuracy

ORAL SKILLS

Students will be able to:

i) take part in an informal conversation with a native speaker on a general topic
ii) take part in a small group discussion on a topic of general academic interest
iii) give a short stand up talk on a topic of general academic interest

They will be able to:

i) outline an argument clearly, with appropriate supporting detail
ii) present and respond to agreement and disagreement appropriately
iii) maintain a level of grammatical accuracy such that inaccuracies do not interfere with comprehension
iv) use a range of language functions(see Writing)
v) develop a degree of stylistic flexibility, responding appropriately to changes in topic and style
vi) seek further information, clarification, etc. appropriately
vii) use circulocution, paraphrasing, etc when necessary to overcome difficulties in communication

TOEFL PREPARATION

Students will be prepared to undertake the TOEFL test with an exit requirement of 525. In relation to test taking strategies, students will:

i) be able to use a range of test taking strategies appropriately
ii) gain familiarity with the TOEFL test format

In relation to TOEFL tested skills, students will be able to

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i) correctly identify structural errors
ii) select appropriate structures to complete sentences
iii) distinguish between similar sentences on the basis of sound and meaning
iv) comprehend short conversations, accurately identifying sspeakers and recognizing language function
v) listen to mini talks and identify main idea and supporting information
vi) identify referents
vii) identify the main idea and supporting information presented a passage
viii) draw inferences and make predictions
ix) recognize re stated information
x) activate a wide vocabulary.

SELF DIRECTED LEARNING

Students should be able to:

i) manage their study time appropriately
ii) analyze their own language learning weaknesses
iii) set realistic objectives to overcome these weaknesses
iv) choose appropriate materials for remediation
v) develop a range of learning strategies and be able to use them appropriately acording tothe task
vi) use appropriately all available facilities,e.g. student advisors. supervisors, library etc.
vii) use reference materials dictionaries, grammars, etc., appropriately.

CROSS CULTURAL COMMUNICATION SKILLS

The objectives of this component are to:

i) establish an awareness of and a non judgemental attitude towards the attitudes, values and behaviors of differing cultures.
ii) develop cross cultural communication skills in the following areas:
a) observation of behavior in various settings
b) identification of areas of possible mis communication
c) interpretation of behavioral patterns
d) identification of mis communication caused by differing cultural expectations and attitudes
e) repair of mis communication caused by differing cultural assumptions
f) avoidance of cross cultural mis communication

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g) understand the demands and expectations of academic life in western universities

LIBRARY SKILLS

The objectives of this component are to train students in:

i) techniques of literature searches, includingthe use of indexes, abstracts and serials lists

ii) appropriate use of library catalogues, including microfiche catalogues

iii) appropriate use of a range of bibliographic styles

iv) understanding the role and organization of academic libraries and library staff.

3. SPECIFICATIONS OF PROGRAM

3.1 Duration

The English Language Program model is as follows:

BELT Level	3 months	360 hours
EAP I Level	3 months	360 hours
(EAP Ib	3 months	360 hours)
EAP II Level	6 months	720 hours

3.2 Intensity

Courses meet for 30 hours per week (60-minute hours)
Instruction may take place over 5 or 6 days per week.
Participants are also expected to do at least 4 hours daily of self-study work outside of class hours.

3.3 Responsibilities of ELT Programs providing OTO ELT

1. Each center will enter into a contract with the OTO which gives details of the courses.
2. Maximum class size is 18 students.
3. A maximum of 5 teachers are to teach on any one class.
4. Attendance reports are to be submitted regularly (monthly unless there are problems, in which case weekly reports may be requested). Any problems should be reported to OTO immediately. Any participant absences must be approved by the OTO (not the language programs).
5. Student reports are to be submitted after each 3-month period of training. Sample forms will be provided by the OTO.
6. A final course report is to be submitted on completion of the course. The OTO distributes these reports among the OTO ELT centers, in order to promote communication and information on the ELT programs.
7. The OTO program objectives and general syllabus guidelines are to be adhered to. Changes may be made at any time in consultation with the OTO ELT Working Group.

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4. SYLLABUS GUIDELINES

The institutions involved in the OTO ELT program have been working to develop guidelines for an integrated series of ELT levels. Suggested weighting of skills, textbooks appropriate for each level and supplementary activities and resources are noted. The draft guidelines are available from the OTO, and revised versions will be drawn up as the initial guidelines are modified as a result of experience in the classroom.

Some institutions have well-developed ELT programs which already have well-planned curricula and syllabi. However, a number of centers lack human and material resources to develop programs quickly. It is these programs that could benefit from a structured model (not the only model, but one possible one) for program planning.

5. METHODOLOGY

The methodology used in the program is aimed at moving the students as rapidly as possible into active use of English, both spoken and written. Activities are increasingly task-based, process-oriented and focused on communication. Students are trained and encouraged to take responsibility for their own learning, and by the end of EAP II should have a good understanding of the approaches and activities demanded by academic programs.

6. TESTING, EVALUATION AND GRADING

6.1 Criteria for advancing levels

Criteria for moving from BELT to EAP I

If the TOEFL at the end of the BELT course is:	and the language program grade is:	then the participant should go to:
426 or above		EAP I
below 425		out*

*out=out of ELT but not the OTO system

Criteria for moving from EAP I to EAP II

If the TOEFL at the end of the EAPI course is:	and the language program grade is:	then^R the participant should go to:
476 or above		EAP II
460-475	A or B	EAP II
	C or D	extension of EAP I or out**
426-459	A,B,C	extension of EAP I or out**

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Below 425	D	out*
		out*

*out=out of ELT but not the OTO system
**depending on scheduling and budget constraints

Criteria for moving from EAP II to EAP III
(departure for study overseas)

1. Participants may move from EAP II to EAP III, i.e. depart for the country of training, if they have achieved a TOEFL score of at least 500 at or near the end of EAP II and have fulfilled other requirements for departure, such as obtaining admission to university, and taking GRE and/or GMAT.

2. Departure of participants who have obtained a minimum of 500 on the TOEFL will be postponed if other requirements have not been fulfilled.

3. EAP II participants will be allowed to attend an additional three months of EAP II if:
- The exit TOEFL score is below 500 or the score required for university admission but greater than the entry score,
- Average attendance is over 90%, and
- The ELT program recommends that the participant would benefit from continued EAP II training prior to departure.

6.2 Standardized Tests

The ELT courses use TOEFL (or Institutional TOEFL) tests for initial placement and for end of course assessment. This is because experience has shown that if the TOEFL is required for university entrance (at least in the U.S. and Canada) then it is necessary to measure how far students are towards achieving the required score. Movement through the system requires that participants learn both the academic skills required in graduate school, but also the skills required to achieve an acceptable score on the TOEFL.

During EAP II two International TOEFLs are taken by each participant, one at mid-course and one at the end of the course. In the future, if participants are required to pass other tests of English, the EAP II test-preparation component will be adapted to fulfill those needs.

6.3 Report Forms

Reports on student progress are made at the end of each 3-month session of ELT. Samples of the forms are attached, and include the following:
- BELT/EAP I Final Report
- EAP II Midterm/Final Report

The final evaluation will contain:

1. an attendance report

Participants must attend 90% of all classes. Absences of over 2 days must be supported by a doctor's certificate or must be approved in advance by the OTO (not the language

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program). Prolonged absence (approved or not) may be grounds for being dropped from the course.

2. a letter grade (A,B,C,D) for coursework
At the beginning of each term participants will receive performance objectives for the course, and final grades will be determined based on achievement of the stated objectives.
A grade of:
- A indicates excellent progress and mastery of material taught
- B indicates good progress and mastery of materials taught
- C indicates satisfactory progress and average mastery of materials taught
- D indicates poor progress and incomplete mastery of materials taught

3. a report of both entry and exit TOEFL scores,
The TOEFL score ranges for each level are as follows:

BELT	374-425
EAP I	426-475
EAP II	476-525 or greater

4. a recommendation concerning advancement to the next level
5. a proficiency evaluation, using the NAFSA Consortium for Intensive English Programs (CIEP) ratings.

7. OTO SUPPORT

The ELT Working Group is responsible for advising the OTO on policy and issues relating to English Language Training for Overseas Study. To this end it is engaged in a number of activities which cover areas from support of the implementation of ELT programs to more general information exchange and professional development activities aimed at keeping the OTO up to date on activities in the field.

7.1 Coordination Meetings

Coordination meetings bring together representatives from the ELT programs providing or planning to provide services to the OTO. Discussions cover administrative aspects of program management, pedagogical matters including aspects of curriculum coordination and content, and methods and standards of evaluation. These meetings are intended to directly support the implementation of the OTO ELT program.

7.2 Monitoring Visits

Each term the OTO ELT Working Group visits each center at least once to talk with the program providers and with participants. Visits are also made to potential sites for OTO ELT courses. The information gathered has two uses: it is an important component of program development within the OTO system, and it can be useful to other projects and agencies who desire information on available programs and sites for ELT

7.3 Professional development meetings and workshops

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The OTO supports professional development in the Indonesian ELT field by attending local and regional ELT seminars, holding special interest workshops for those involved in the OTO ELT program and attending the informal ELT Liaison Group meetings in Jakarta.

7.4 Teacher Exchanges

Teacher exchanges and working observation programs at Jakarta EAP II language centers for Indonesian ELT professionals from outside Jakarta are a part of the ELT activities supported by the OTO. Planned future activites include exchanges among centers providing BELT and EAP.

8. OTO ELT Program Calendar

The ELT program calendar is developed in the context of the broader schedule for university placement. The current calendar is attached.

eltprog.tor

APPENDIX #4

OVERSEAS TRAINING OFFICE
CALENDAR
1987-89

FOR SEPTEMBER 1988 UNIVERSITY ENTRANCE

TES POTENSI AKADEMIK	28 June 1986	for BELT, EAP I
	6 December 1986	for EAP II
	7 March 1987	for EAP II

ENGLISH LANGUAGE TRAINING

Basic ELT	October 1986-January 1987
English for Academic Purposes I	January 1987-April 1987
	April 1987-July 1987
English for Academic Purposes II	13 July 1987- 8 January 1988

UNIVERSITY ADMISSIONS TESTS

TOEFL	October 1987
	January 1988
GRE	October 1987
	December 1987
GMAT	October 1987
	January 1987

CROSS-CULTURAL ORIENTATION (COPE)

June 1988

FOR SEPTEMBER 1989 UNIVERSITY ENTRANCE

TES POTENSI AKADEMIK	7 March 1987	for BELT, EAP I
	3 October 1987	for EAP I, EAP II
	5 March 1988	for EAP II

ENGLISH LANGUAGE TRAINING

Basic ELT	12 October 1987- 9 January 1988
English for Academic Purposes I	18 January 1988-8 April 1988
	April 1988-July 1988
English for Academic Purposes II	July 1988-January 1989

UNIVERSITY ADMISSIONS TESTS

TOEFL	October 1988
	January 1989
GRE	October 1988
	December 1988
GMAT	October 1988
	January 1988

CROSS-CULTURAL ORIENTATION (COPE)

June 1989

FOR SEPTEMBER 1990 UNIVERSITY ENTRANCE

TES POTENSI AKADEMIK	5 March 1988	for BELT, EAP I
	2 October 1988	for EAP I, EAP II
	4 March 1989	for EAP II

ENGLISH LANGUAGE TRAINING

Basic ELT	October 1988-January 1989
English for Academic Purposes I	January 1989-April 1989
	April 1989-July 1989
English for Academic Purposes II	July 1989-January 1990

UNIVERSITY ADMISSIONS TESTS

TOEFL	October 1989
	January 1990
GRE	October 1989
	December 1989
GMAT	October 1989
	January 1990

CROSS-CULTURAL ORIENTATION (COPE)

June 1990

calendar.oto

OVERSEAS TRAINING OFFICE
Schedule of Pre-departure
English Language, Cultural and Academic Orientation

Program	Amount of Time	Date	Location	Nature of Cultural and Academic Orientation
BELT (Basic English Language Training) 375-425 TOEFL	3 months 360 (hours)	Oct-Jan	Indonesia	Emphasis primarily on basic language
EAP-I (English for Academic Purposes I) 426-475 TOEFL	a. 3 months 360 (hours)	Jan-Apr	Indonesia	Culture-specific content integrated into language instruction
	*) b. Extension for another 3 months (360 hours)	Apr-Jul		
EAP-II (English for Academic Purposes II) 476-525 TOEFL	a. 6 months (720 hours)	Jul-Jan	Indonesia	Culture-specific and culture-general content integrated into language instruction
	*) b. Extension for another 3 months (360 hours)	Jan-Apr		
COPE (Cultural Orientation for Participant Effectiveness)	4-6 days	June	Indonesia	Intensive cultural and academic orientation; emphasis on developing independent living and learning skills
EAP-III (English for Academic Purposes III) 525 + TOEFL	2 months	Jun-Aug	Target Country	Advanced language plus country-specific cultural and academic orientation
Academic Program		September		

*) For those who do not fulfill the requirements for advancement to the next level (those who are qualified to advance to the next level will wait until the next entry date for that level)

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REPORT OF THE STUDY OF ENGLISH LANGUAGE NEEDS REQUESTED BY USAID JAKARTA, INDONESIA

January 10 through January 30, 1988

Prepared by ELT Specialist Theodore Gochenour

This report was produced under Contract No. DHR-0071-C-00-6010-00, Amendment 9 between the Partners for International Education and Training and the Agency for International Development.

for

United States Agency for International Development
Office of International Training
Washington, D.C.

Coordinated by

The Experiment in International Living

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I. BACKGROUND OF THE CONSULTANCY

The consultancy was originally framed in terms of providing an outline of a management training course for staff of English Language Training (ELT) units in the Government of Indonesia (GOI). During initial discussions in Jakarta, the scope of the consultancy was amended to focus on management operations in ELT units connected with the OTO (Overseas Training Office) program, and to offer suggestions which might, as they apply to OTO units, be at the same time useful to other agencies and departments.

This objective is consonant with the schedule of institutional visits and interviews arranged through the good offices of Ms. Wendy Gaylord, ELT Advisor, OTO. The full list of meetings and persons interviewed, and Scope of Work, are contained in this report as Appendix A.

Written sources consulted are listed in Appendix B.

II. OBSERVATIONS

The consultant approached the task reported here with two key questions in mind:

1. Do current management systems yield an acceptable level of performance in English Language Training (ELT) operations?

2. Do current management systems provide systematic development of the available resources toward a self-sustaining operation in the future?

The present structure providing ELT for OTO candidates prior to overseas training consists of six units, four of which (Indonesian) provide ELT at the Basic and English for Academic Purposes I (EAP I) levels, and two of which (British and Australian) provide courses at the EAP II level.

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These units function independently on a contract basis, and are not coordinated except through issuance by OTO of course objectives and guidance regarding teaching materials.

No management procedures or controls are exercised by OTO over these units. Contract compliance is verified through informal visits from OTO staff, and through a somewhat broad accounting of contract funds. Instructional costs differ among the several units, and are paid on an institution-by-institution basis.

Program coordination is accomplished by: (1) prescribed teaching objectives, with the TOEFL as the principal indicator, (2) site visits and (3) coordination meetings involving staff from the various sites, during which matters relating to finances, curriculum, teacher needs, interviewing scales, etc., are discussed, and informal training by OTO staff conducted. Potential ELT units may be invited to these periodic meetings, as a means of encouraging them towards developing sufficient capability to enter into a working arrangement with OTO. One site, at Bandung, is reported to be ready to begin an OTO program.

OTO ELT sites generally function with credentialed, professional staff. Staff qualifications are not uniform, however, among OTO sites, nor is any formal system of qualification required by OTO beyond those established by the contracting ELT units themselves. All four OTO programs at the Indonesian locations have native speakers of English available to assist and advise, or to teach. Teachers are hired both on a full- and part-time basis, as needed.

Administration of ELT programs in the Indonesian institutions is accomplished by instructional staff, in addition to their teaching assignments. In one case (Sriwijaya), the ELT unit has hired a person to attend to bookkeeping functions. Management in the two expatriate institutions is performed by persons trained and hired for the purpose.

None of the Indonesian staff performing managerial/ administrative duties has received training in this field. In Hasanuddin

University, the English Language Center took part in 1987 in a team-building workshop, presented at the site. The head of the El Center at Sriwijaya University received training in the United States in Public Administration. Generally, administrative assignments are rotational in nature, with duties allocated among the teaching staff for a period of time. No career-tracking in educational administration is available in the institutions serving OTO, nor is there apparent interest among teachers in pursuing this path, even if one were available. A dis-incentive exists for teacher/administrators not on a regular monthly salary, since income is based only on teaching hours. A further dis-incentive is present throughout the field, in that status and promotion are based on teaching, with administrative work of only peripheral value. Many, however, expressed interest in learning how to perform their administrative functions better, and would be interested in specific skills training in administrative/management subjects.

In terms of day-to-day operations, the ELT units on OTO contract appear to function quite adequately. Management quality and procedures, per se, do not appear to be deciding factors in any limitations these units may have. Since potential OTO ELT sites were not observed, it is impossible to say whether their capacities are influenced significantly by management issues. The availability of qualified teachers appears to be the overriding factor in any effort to build up an English-teaching capability in the country as a whole, and likewise in any units potentially used by OTO.

Administration at the level of Indonesian ELT centers or units is weighted toward the clerical and routine. Scheduling of teachers and classes, procurement of educational supplies and materials, bookkeeping, coordination and communication is task-oriented, without particular inquiry into possible alternative systems. Tasks appear to be distributed often along team lines, with a good level of cooperation.

A systematic approach to the collection or dissemination of information has not been instituted within the ELT system. Sharing of data throughout the OTO system is accomplished, more or less informally, via field visits and through coordination meetings.

There appears to be some need within OTO itself for refining operational systems. Issuance of quarterly expense reports to cost centers would obviate end-of-year situations in which either over- or under-expenditure of funds may pose problems. OTO might also consider instituting a socialized "price" for its services to Government agencies. The present system of enrolling candidates from GOI ministries into OTO classes seems to require considerable case-by-case handling, with varying costs charged back to the sending ministry. If a single price -- socializing travel, allowances, tuition and other costs -- were worked out to cover ELT anywhere in the system, OTO staff time could be reduced. monitoring contract compliance, presently funds are accounted for in three categories: tuition, materials and tests. Consideration might be given to breaking down the "tuition" category into: teacher salaries and administrative costs.

The central management issue is the lack of ELT resource-development. ELT delivery for OTO's needs is dependent upon a very few key individuals, fortuitously located, qualified and motivated. No management plan exists to insure continuation of the level of ELT capacity now available. At least one key figure expects to be abroad in the coming year. While OTO has an interest in seeing a wider base of ELT units come into development, planning and procedures toward developing a reliable base of quality ELT units for the future has not been instituted. This is not surprising, given OTO's defined role as a coordinating, rather than implementing, agency.

On the other hand, at present, OTO appears to be the only indigenous agency attempting to provide some nurturing of ELT units -- by contract awards, and by creating an informal system of support and coordination. OTO may thus be an appropriate agency to formalize and extend this process. Resource planning and a program of appropriate action would help to insure a predictable level of ELT capability to meet OTO needs, and serve as a model useful to other agencies within the Government.

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III. RECOMMENDATIONS

1. That OTO consider instituting a planning process addressing the question of building a strong ELT network, able to deliver needed levels of training for the future. This process would include: an assessment of existing and potential ELT sites, projection of needs, establishing objectives, and instituting action plans toward the goals decided upon. It is recognized that OTO will continue to have a contractual relationship with the actual providers of ELT, and not a directing one. In considering its own needs, however, OTO can take steps to further the informal processes now happening to expand ELT capability. By determining target dates within a plan for gradual improvement and consolidation of ELT units, OTO can help to insure that participant training needs will be properly met as much as possible through indigenous organizations and agencies in the future.

2. That OTO consider the creation of a Professional Advisory Group, made up of both foreign and Indonesian resource persons. The Group would include the present functions relating to English Language and COPE, and be augmented by two additional foreign advisors, plus two Indonesian counterparts.

   The Professional Advisory Group would serve as a practical means toward advancing the objectives suggested in Item One, above. Outcomes would be:

   A. An expanded ability to monitor and informally assist/advise OTO ELT programs.

   B. Provision of training workshops in Materials Development, Teaching Practice and Educational

Administration. Such workshops would be conducted in Jakarta, or in one or more regional sites, as appropriate, on an annual schedule. Workshops would be conducted with the collaboration of sites involved in OTO ELT.

C. Development of improved exchange of information among ELT sites.

D. Stimulation of improved skills in management and admainistration.

E. A resource for assistance in devising structures and procedures to simplify and facilitate administrative and supervisory tasks.

F. Provision of expertise in devising appropriate program and administrative evaluation and assessment.

G. A means for the development of data of use in national planning, and in the recognition of priority areas of need.

3. That through the Professional Advisory Group suggested above, administrative training to staff of OTO ELT units be offered, to include the following:

A. Planning concepts and techniques, with a practical focus on course development, scheduling and use of resources.

B. Time-management.

C. Basic accounting and financial procedures.

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D. Information handling: data generation and processing.

E. Program evaluation procedures.

F. Organizational theory and practice.

G. Program development and marketing.

The above topics would comprise a basic "course" in practical administration and management, as applied to educational programs. Given the existence of a Professional Advisory Group along the lines suggested, these topics might be offered as a "course package" to ELT teachers/administrators, or as single topic workshops, covering two or three days each. It is assumed that, should such a series be offered, enrollment from any agency outside of the OTO system would also be encouraged.

IV. CROSS-CULTURAL CONSULTATIONS

The consultant met on two occasions with the organizers of the COPE program to discuss training objectives, training patterns, leadership, experiential and theoretical outcomes of cross-cultural preparation programs for OTO participants.

V. ACKNOWLEDGEMENT

Without the thoughtful assistance, hospitality and generous time from the busy schedules of many people this consultancy would not have been possible. Special thanks are due to Donald Foster-Gross, GPT-II Project Officer, for facilitating logistical support, and to Wendy Gaylord, English Language Advisor, OTO, for setting up the schedule of visits, and serving as a reference point for needed advice and information. Lastly, but not least, the welcome and assistance of all OTO staff members were greatly appreciated.

APPENDICES

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APPENDIX A

SCOPE OF WORK
and
SCHEDULE

Theodore Gochenour
Consultant
The Experiment in International Living
Member
Partners in International Education & Training

I. PURPOSE OF THE CONSULTANCY:

The consultancy is at the request of USAID/Jakarta's Training Office, and funded by AID/OIT through a contract to Partners in International Training and Education (PIET). PIET member, The Experiment in International Living, serves as coordinating agency in this consultancy.

Objectives are:

1. Conduct interviews and observations relating to management effectiveness among English Language Training units.

2. Provide recommendations concerning possible management training activities approporiate to OTO concerns.

II. PLANNED ACTIVITIES:

1. Meet with appropriate persons and agencies to gather information concerning the state of managerial skills and practice in ELT units.

2. Report on observations.

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3. Outline proposals relative to a possible training program in management for ELT unit administrators.

III. SCHEDULE:

Sunday 10 Jan 88: Arrive Jakarta
Hotel Hyatt Aryaduta
Menteng Raya

Monday 11 Jan 88:

A.M. Meet with Donald Foster-Gross, and Johanes Soebroto, USAID, GPT-II Project Officers

Tuesday 12 Jan 88:

A.M. Meet with Wendy Gaylord, English Language Consultant, OTO

P.M. Meet with Drs. Benny Hoed, Head, Division III, Systems Development Research & Evaluation, OTO

6:00 Dinner: Steve Grizzell

Wednesday 13 Jan 88:

A.M. 8:00 Ernest C. Kuhn, Project Officer, Western Universities Agricultural Education USAID (Kentucky Project).

10:00 USEMB Travel Agency

P.M. 2:00 Australian Language Center, Kerry O'Sullivan, Director, Jean Brick, Assistant Director, Cipta Building, J. Rasuna Sayyid, Tel: 514-960 513-431

APPENDIX A

Thursday 14 Jan 88:

A.M. 0500 Travel to Ujung Pandang, GA #740 (Arrive 7:35 A.M.). Accommodations at: Pondok Swada Indah.

Meeting with Dean Husan Abas, Faculty of Letters, and Director, Language Center, Hasanuddin University, Tel: (Home) 289-29, (Office) 28034, Ext. 21

Discussions with staff of Language Center: Dra. Etty Bazergan, Dra. Andjarwati Sadik, Observations of classes

7:00 Dinner with Dean and Mrs. Husan Abas

Friday 15 Jan 88:

A.M. Continuation of visit to Hasanuddin University Meeting with Dean Abas, Tour of facilities: Dra. Etty Bazergan

P.M. 4:15 flight to Denpasar, GA #703 (Arrive 5:35)

Saturday 16 Jan 88:

Sunday 17 Jan 88:

Free time

P.M. 6:50 Depart for Jakarta, GA #665 (Arrive 7:35 P.M.)

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APPENDIX A

Monday 18 Jan 88:

A.M.	9:00	British Council, Geoffrey Crewes, Coordinator, ELT Project Unit, Tony Crocker, English Language Officer
	10:00	James Coleman, Director, David Willis, Staff Development, British Council, London
	12:00	Meeting with Drs. Abdul Latief, Chairperson, English Language Training Working Group/OTO
P.M.	2:30	Meeting with Patrice North, Advisor, HRD Trainees, CIDA, Canadian Embassy, 5th Floor, Wismo Metropolitan I, Tel: 510-709

Tuesday, 19 Jan 88:

A.M.	11:00	Meeting with Roger Ley, Director, Susan Piper, Assistant Director, Australian Universities, International Development Project
P.M.		USAID Notes and scheduling
		5:30 flight to Palembang, GA #032
		Meet Drs. Syahrul Napsim, Director of Language Center
		Overnight at: Hotel Sanjaya

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APPENDIX A

Wednesday 20 Jan 88:

A.M. 8:00 Language Center, Sriwijaya University

Meeting with Dr. Amran Halim, Rector

P.M. 3:45 Depart for Jakarta, GA #033 (Arrive 4:50 P.M.)

Thursday 21 Jan 88:

A.M. 9:00 - 11:00 LAN
J. Administrasi, Pejompongan, ELT Liaison Group meeting

11:00 - 3:00
Conference with Wendy Gaylord, OTO

Friday 22 Jan 88:

A.M. Timothy Kirk, ELT Officer, Lembaga Administrasi Negara (LAN)

P.M. Meeting with Keith Hafford, Fulbright EL Advisor, PPIA

OTO: Meetings with: Wendy Gaylord and Benny Hoed

Consultation on cross-cultural training: Dr. Nuri Nurrachman, OTO COPE program

Dinner: Keith Hafford

APPENDIX A

Saturday 23 Jan 88:

A.M. Reading and report notes

P.M. 7:00 Dinner, Wendy Gaylord

Sunday 24 Jan 88:

A.M. 8:00 Meeting with Dra. Audrey Ungerer, Peter Riddell, English Language Department

Institute Pertanian Borgor (IPB)

P.M. 1:00 University of Indonesia, English Language Department, Faculty of Letters, Dra. Aisah Maskoer, Head, Dra. Mardjono Reksodiputro, Head, OTO Program, Dra. Miroezam Chair, Head, Diploma Program

Tuesday 26 Jan 88:

A.M. 10:00 OTO -- Meeting with Drs. Affan Hasan, Division I Planning/Needs Assessment

11:30 Meeting with Dr. Saparinah Sadli, Dr. Nuri Nurrachman, OTO COPE Program

P.M. 3:15 Meeting with Raymond Bonner, Donald Foster-Gross, USAID EHR/T

Wednesday 27 Jan 88:

A.M. 10:00 Meeting with Brian Tomlinson, Elizabeth Serocold, PKG Project/DIPDIKMENUM

APPENDIX A

P.M. Report preparation

Thursday 28 Jan 88:

A.M. Report preparation

P.M. 6:30 Meeting with Vera Wojna, ELT Center for Continuing Education, University of British Columbia, Consultant to CIDA

Friday 29 Jan 88:

A.M. 9:00 Meeting with Drs. Saadillah Mursjid, Director of OTO, OTO Staff

Presentation of report

Saturday 30 Jan 88:

P.M. 2:45 Departure: Singapore Airlines #205, to Singapore

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APPENDIX B

WRITTEN SOURCES CONSULTED

1. "Overseas Training Office: OTO in 1987" Information booklet.

2. Relevant chapters and parts of "Education and Human Resources Sector Review: Indonesia", April 1986. IEES: Improving the Efficiency of Educational Systems.

3. "The Australian Language Centre, Jakarta: Training Programs and Professional Services", June 1987. The Australian Language Center.

4. "Report of ALI/GU Consultation to USAID/INDONESIA", May 1983. Suzanne M. Peppin, American Language Institute.

5. Course and informational materials from The British Council, Jakarta.

6. "OTO ELT Teacher Exchange Report", December 1987. Marilyn Blaeser, Australian Language Center.

7. "Cross-cultural Orientation for Participants Effectiveness", 1987. Dra. Nura Nurrachman, OTO.

8. "Survey of English Language Needs in Indonesian Public Administration and Public Sector Management", April 1985. John Sinclair and John Webb; The British Council, Technical Education and Training/Operations and Consultancies Group.

9. "Report of Partners in International Education and Training" Consultation to USAID/Jakarta Training Office", December 1987. Christopher B. Reznich.

10. "Information Booklet", October 1987. The Language Center, Faculty of Letters, Hasanuddin University.

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TEACHER EDUCATION WITHIN THE OVERSEAS TRAINING OFFICE
TO
DRS. SAADILLAH MURSJID, MPA
DIRECTOR
OVERSEAS TRAINING OFFICE
JAKARTA, INDONESIA

January, 1988

Prepared by ELT Specialist Diane Larsen-Freeman, Ph.D.

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for

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Coordinated by

The Experiment in International Living

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I. BACKGROUND

The need for English language proficiency has been widely recognized in Indonesia. The Government of Indonesia (GOI) wants to encourage the development of English language proficiency among its citizenry in order to:

1. enable Indonesia to take advantage of recent developments in science and technology

2. allow Indonesia to be a full participant in international affairs (e.g., business and commerce; diplomacy, etc.)

3. encourage the development of tourism

4. foster general human resource development.

In order to address the fourth need, the GOI established the Overseas Training Office (OTO) in 1984. The OTO was charged more specifically with responsibility for selecting and preparing candidates for overseas training. The first such project was the General Participant Training Project Number Two (GPT-II), a grant and loan project financed by USAID.

The need for a pre-departure English Language Teaching (ELT) component for GPT-II participants became quickly apparent, especially in light of evidence that only 40% of the available overseas training opportunities for Indonesians were being utilized (Sinclair and Webb 1985:2; see Appendix A for list of works cited). This observation was attributed primarily to the lack of English language proficiency among otherwise qualified candidates (Page 10 of the Overseas Training Office).

At present, six sites are being used to provide intensive English preparation to GPT-II and other selected participants before their departure. At four of these sites, Sriwijaya University, Hasanuddin University, Lembaga Administrasi Negara (LAN) and University of Indonesia, two consecutive

three-month instructional periods are devoted to Beginning English Language Teaching (BELT) and English for Academic Purposes I (EAP I), respectively. A subsequent six-month EAP I period is conducted at The Australian Language Center (ALC) and the British Council (BC). The ultimate objective for these three instructional sessions is to have candidates achieve a 550 TOEFL score and sufficient academic skills to enable them to matriculate and be successful in (primarily) American universities.

II. OTO-ELT EFFORTS TO DATE

Of the 459 participants who have been enrolled in OTO-ELT-sponsored courses to date, 58 have voluntarily dropped out. Of the remaining 401, 105 have been placed overseas and 54 are awaiting placement. Of the recent cohort, 108 have just finished EAP II, with 21 failing to make the requisite TOEFL score; 113 participants are currently enrolled in EAP I.

Given the short time since it has been established, it can only be said that these numbers indicate that OTO-ELT efforts have been successful, although we could conclude this with more assurance when reports of those who have been overseas are received. Nevertheless, despite its apparent success, there are two areas in which OTO-ELT efforts could be improved.

The first lies in the short-term efficiency of ELT delivery. Currently, it takes a full-year of pre-departure ELT to have participants achieve a 550 TOEFL score. Moreover, half of this time is spent at the ALC and the BC, which cost approximately five times what the four indigenous Indonesian institutions do (Rp. 8250/instructional hour versus Rp. 1708/hour, not including testing fees, nor subsistance allowance/travel). While native speaker input is highly desirable at the pre-departure level, the full six-month, 720-hour program might be trimmed back, especially if instruction at the BELT and EAP I levels were made more efficient.

Furthermore, according to Ernest Kuhn, USAID officer in charge of the Western Universities Agricultural Education Project, it takes 24-30 months for the average Indonesian student to earn an MA degree at a cost of $42,000 per student for the first twenty-four months (tuition, maintenance allowance and

airfare). With more efficient pre-departure ELT training, it is believed that the amount of time it now takes for an Indonesian student to complete an MA degree could be shortened.

The second, and perhaps the more important, area warranting improvement is that of long-term planning. As was mentioned earlier, there are currently six sites delivering ELT to OTO participants. Of these, four are situated in Jakarta. Thus, there is the need to expand the number of new sites so as to distribute them around the country to offer equally convenient training access to all qualified candidates. Furthermore, it has been observed that several of the sites currently employed can attribute their success largely to the fact that there is a person who has decision-making power who is interested in ELT. Should the personnel shift in these sites (as is expected in at least one of these next year), there is no guarantee that the quality of the language program will continue. Indeed, in more than one of these sites, it would be desirable to encourage self-sufficiency so that when project funds are no longer forthcoming, the quality of ELT can be sustained.

The present consultancy was undertaken at the request of OTO to have a refresher course designed for English language instructors teaching in OTO-ELT sponsored courses. (See Appendix B for Scope of Work). Nevertheless, any consultancy concerning teacher upgrading must consider the entire ELT context in Indonesia. The following section discusses this context.

III. THE CHALLENGES OF ELT IN INDONESIA

There exists the need for a coherent vision and coordination of ELT efforts at the national level (Indonesia: Education and Human Resources, Sector Review, April 1986, Vol. III, Chapter 8:35). More specifically, there is a need to:

1. Identify a central authority with oversight responsibility for ELT. OTO comes the closest at a national level, but its mandate is limited to brokering overseas training ELT programs. One striking consequence of this absence of a central authority is that there is no apparent vehicle to convene those with similar ELT responsibilities (e.g. directors of university language centers).

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2. Consolidate the parallel ELT efforts being mounted:

   a. among the various ministries and programs within GOI (LAN, BKKP, Finance)
   b. among the donors (e.g. CIDA versus IDP)
   c. within the donors (currently many assistance projects seek their own ELT path)

3. Attend to pre-BELT levels of ELT.

4. Improve the university-specific ELT situation. The university English language centers usually exist as a separate administrative unit from the fakultas sastras (1980 MOEC restructuring decision). As such, they are not afforded the same status as other faculties and only flourish when there is an interested administrator with decision-making power. (Only 2 out of 12 language centers established in 1970 are currently active and effective). It follows from this that appointment to be a faculty member in a language center is often considered a "dead end" path. Curiously, in those institutions of higher learning which have no fakultas sastras, e.g., technical institutes, language centers often thrive with the autonomy they do not enjoy in a university.

5. Recognize ELT within the ministries as central, rather than peripheral. As it is now, many ministries are conducting their own ELT programs. They appoint "teachers" by virtue of such individuals being more proficient English speakers; therefore, such teachers often have little specific training in ELT and often display little interest in being trained. Those ministries engaged in ELT who do not mount their own training programs, contract with private language institutes for ELT delivery, often at considerable cost.

6. Train qualified teachers throughout the entire education system (Sinclair and Webb, 1985:8) and do so at a practical level, rather than the theoretical level which currently exists.

7. Keep the hardware which is available in good repair and replace or expand available software used in ELT.

8. Recognize that the current situation in which faculty members need to seek multiple sources of income "negatively influences internal efficiency as well as quality" (op.cit. Sector Review, Chapter 8:37)

IV. SPECIFIC OTO-ELT CHALLENGES

In addition to the general challenges of ELT in Indonesia, it would be useful to acknowledge the specific OTO-ELT challenges:

1. In part due to No. 8 above, OTO-ELT teachers have little time to devote to relating courses to students' needs, to resource acquisition, to their own upgrading.

2. Teachers have a limited repertoire of teaching practices.

3. Some BELT and EAP I level OTO-ELT teachers are insecure about their own English language proficiency and hence reluctant to apply more student-centered approaches (approaches which are widely practiced at EAP II levels).

4. Many BELT and EAP I level teachers are comfortable teaching grammar and vocabulary, less so "higher order" (i.e., advanced reading and writing) EAP skills.

5. Sites do not adhere to a standardized curriculum. They have adopted common performance objectives, but they are too broad to achieve standardization among the sites.

6. Teachers must cope with the "tyranny of the TOEFL" and students' resistance to doing anything which does not have face validity in contributing to their preparation for taking the TOEFL.
7. Participants are not as well prepared as they could be in moving onto

EAP II in the following regard:

a. The students are not used to the role reversals they encounter; i.e., the switch from teacher-centered to student-centered classes.
b. The sheer amount of work expected from them at the EAP II level is a shock.
c. They do not adjust easily to the qualitative difference in their training; i.e., at the EAP II level, much more learner autonomy is expected than at the BELT and EAP I levels.

V. CURRENT ELT TEACHER TRAINING EFFORTS WHICH COULD IMPACT ON OTO-ELT PROGRAMS

1. Hasanuddin University (UNHAS) MA in TEFL (linked to the University of Manchester, U.K.)

   a. Advantages: The two-year period allotted to complete an MA degree is considered to be shorter than most. Moreover, the input by the University of Manchester is thought to contribute to the overall quality of the program. The three-month residency in U.K. can be very valuable.

   b. Limitations: It appears that not all ELT instructors get release time to allow them to participate. This may be particularly true of the junior faculty. In the eyes of some UNHAS faculty members, a UNHAS MA degree is deemed less advantageous than an MA from an overseas institution in that the latter can act as a stepping stone to a Ph.D., while the former might not. An interim review of the program (Wingard 1987:6) reveals that the study mode being used by the UNHAS faculty who teach in the MA degree program is uni-dimensional, thus adversely affecting the quality of the program.

2. Teacher Training Seminars at ALC and the BC

   a. Advantage: Their history would suggest that the quality is quite good.

b. Limitation: "One-shot" deals for which all OTO-ELT instructors do not have access.

3. Workshops conducted by visiting specialists (e.g., British Specialists Tours, American Academic Specialists, USIS Regional English Language Teaching Officer, etc.)

a. Advantage: The specialists are experts in the ELT field.

b. Limitations: Many external specialists are not familiar with the Indonesian context, especially the OTO-ELT situation. Most of these workshops are one-shot deals, having no follow-up and not available to all OTO-ELT instructors.

4. Semi-annual TEFLIN conferences

a. Advantage: These conferences provide an opportunity for native and non-native speaking English teachers to gather together and exchange ideas concerning their professional interests.

b. Limitations: Only 160 teachers attended the last conference, all of them from Java and Ujang Pandang. Moreover, a professional organization such as TEFLIN does not possess the necessary infra-structure to sponsor on-going teacher training, aside from the semi-annual gatherings.

5. KELT officers in LAN and the Open University

a. Advantage: KELT officers are highly qualified individuals who are skilled teacher trainers.

b. Limitations: It is doubtful that they can serve teachers outside their own particular sphere of influence.

6. Proposed Royal Society of the Arts COTE/DOTE Schemes

a. Advantages: These are intact programs which are respected and have flexible syllabi. They may be entirely suitable for OTO-ELT instructors.

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b. Limitations: The options being considered are designed explicitly for non-native speakers, thus not meeting the training needs also observed for native speakers. Even the training needs of the non-native speakers may be moderately addressed as these needs may lie somewhere between what the COTE and DOTE schemes offer. At the time of this report, the cost of the training was still an issue. Finally, unless they are offered intensively, all OTO-ELT instructors might be unable to take part.

7. Overseas training (British Council fellowships, Kentucky Project, AU-IDP, CIDA, Fulbright, etc.)

   a. Advantage: Such opportunities offer a tremendous opportunity for upgrading.

   b. Limitations: Only a portion of the OTO-ELT instructors will be able to take advantage of these special opportunities. Even those that do will find out that the training they receive is not necessarily appropriate for the Indonesian context.

8. OTO-specific upgrading efforts: Working visits, teacher exchanges, coordination meetings, monitoring visits.

   a. Advantages: All of these are useful, especially since they are OTO-ELT program specific.

   b. Limitations:

      1. There have been some logistical problems with the teacher exchanges (more advanced planning needed, need for orientation of teachers, inadequacy of budget (see M. Blaeser's OTO-ELT Teacher Exchange Report, December 1987)

      2. The working visits have occurred only one time.

      3. The monitoring visits occur only one time during each program.

VI. SUMMARY COMMENTS REGARDING THE TEACHER TRAINING OPTIONS #1-8

1. Teacher upgrading efforts must be coordinated, systematic and ongoing to achieve maximum effectiveness.

2. Most of the eight options are not OTO-ELT program specific. "The single most important factor in teacher training is the need to work out a design that meets the project needs" (Tony Crocker, British Council, English Language Officer, January 1988).

3. OTO-ELT teachers would be more attracted to options which are exclusive, i.e., those which have high prestige. "If the training course is open to the public, OTO-ELT teachers are less likely to come." (A. Latief Chair, ELT Working Group, January 1988). At the very least, participants enrolled in in-service training should be able to earn points towards promotion to a higher civil service grade.

4. Many of the eight options are not reaching appropriate people; in particular, junior faculty members are not always included.

VII. RECOMMENDATIONS FOR UPGRADING TEACHING IN OTO-ELT PROGRAMS

1. The four OTO-specific upgrading efforts (i.e., those mentioned in Option #8 above) should be perpetuated and modified so that:

   a. working observations and teacher exchanges occur regularly.

   b. working observations and teacher exchanges be truly reciprocal.

   c. logistical problems noted above vis-a-vis the teaching exchange be remedied.

   d. coordination meetings have representatives of the junior faculty in attendance.

e. between monitoring visits, teachers be observed by the Assistant Director or designated person at each center, who is expressly trained for this responsibility (see below).

2. A task force with representatives from each OTO-ELT site should be created to develop an integrated curriculum with each level building on the one before it. For each session, explicitly stated objectives should be set, and certain activities designed to meet the objectives should be suggested. Specific pages from a text or other appropriate pedagogical material should also be pegged to each lesson. The curriculum and materials should be "user-friendly" and easily accessible for the busy teacher, i.e., not require a great deal of extra preparation by the teacher. At the same time, they must not be threatening to a less experienced teacher, yet be sufficiently flexible so that the teacher can adjust them for the particular group of students. They should also not assume that all sites will have state-of-the-art hardware. Finally, at the BELT and EAP I levels, there should be built-in self-access steps so that students will be better prepared for what will confront them at the EAP II level.

3. An in-service teacher training course should be designed and implemented for those involved with OTO-ELT.

a. Logistics:

1. Schedule: The training should take place in three phases for maximum effectiveness.

<u>Phase I</u> - INPUT - Intensive training for 3 weeks during the summer (total 90 hours at six hours a day for five days/week). This training should be carried out by two experienced teacher trainers.

<u>Phase II</u> - APPLICATION AND SUPERVISION - During the BELT program in the fall, the trainees apply what they have learned during Phase I. The trainers move from site to site

visiting each site twice during the fall for one-week periods of observation and supervision. As the trainers work with the trainees on the application of what they have learned, the trainers attempt to be sensitive to the uniqueness of each context.

Phase III - SYNTHESIS - Trainers and trainees will reconvene in January for a one-week period of debriefing, reflection, information-sharing and the drawing up of new objectives to be addressed during the EAP I session in the spring.

2. Location - Phase I might be held at a neutral site such as IKIP Malang where the participants would be freed from distractions. Phase II would be at the participants' home institutions. Phase III could possibly take place in Jakarta, along with a working visit.

3. Trainees - Participation should be required of all OTO-ELT teachers. Participants should be both native speakers and non-native speakers of English. An administrator from each site should also be encouraged to attend, at least the final three days of Phase I (see below for explanation).

4. Trainers - The trainers should have considerable teacher training experience. They should be skilled in working with trainees on the practical aspects of teaching in a context-specific fashion.

b. Content

1. General approach - The training course should be customized and problem-focused for the OTO-ELT context. The purpose of the course should not be to train teachers to behave in prescribed ways but to educate teachers to reason soundly about their teaching. Teachers should increase their

knowledge about language teaching and learning and should be aided in using this knowledge as grounds for choices and actions. They should also learn how to skillfully put into practice the techniques they choose to use.

2. Specific content (first 12 days) - The specific content of the first 12 days of the training course was arrived at through a training needs analysis. The situation and suggested solution will be offered within Shulman's (1987) framework for analyzing teaching. (A detailed course design can be found in Appendix C.)

   a. Comprehension (We expect teachers to understand what they teach)

      (i) Situation -- Most OTO ELT teachers have a good level of English Proficiency; however, some could benefit from language improvement and all would benefit from the increased security such upgrading might afford.

      (ii) Solution -- Teach ESP for teachers (i.e., teaching about English teaching through the use of English)

   b. Transformation (What's comprehended must be transformed in some manner if it is to be taught)

      (i) Classification of purpose

         (a) Situation -- it was not clear that teachers had in mind any particular objectives for their lessons other than to "cover pp - to -" in a text.

         (b) Solution -- some hands-on work in objective setting.

      (ii) Technique selection (choice from among instructional repertoire)

         (a) Situation -- Teachers appeared to have a rather narrow range of instructional techniques. Furthermore, there was an observed need to work on techniques for teaching the higher-order skills (reading and writing EAP)

(b) Solution -- through demonstrations and group sharing, participants need to broaden their repertoires, especially with regards to the higher-order skills. Moreover, they will need some explicit work in matching the technique used with the objective (e.g., reading aloud does not equal learning to read).

(iii) Adaptation and tailoring to student characteristics

(a) Situation -- Teachers seemed rather text - dependent/following it to the letter

(b) Solution -- Participants in training course will work on how to modify instruction for the particular audience. No two groups of students will be exactly alike; participants will need to learn how to adapt instruction to their students.

c. Instruction (Observable performance of teaching acts - classroom management, interaction, etc.)

(i) Situation -- Teachers were perceived to be unidimensional (T - SS) in execution of class activities. They had been exposed to theories which told them otherwise, but did not (or were reluctant to) put them into practice.

(ii) Solution -- Work on practical skill development in classroom management including various configurations of student interaction and their effects and various roles of interactants (so that instructors can prepare students better for what they will encounter in EAP II). Separate sessions should deal with management of multi-level classes and the effect of praise and criticism/error correction).

d. Evaluation (checking student understanding)

(i) Situation -- Very little checking seemed to be going on. If questions in the text were answered correctly

by one student (or a few of the more outspoken ones), the lesson proceeded.

(ii) Solution -- Teachers should be helped to come to the awareness of the need to conduct on-line checking of their students' comprehension. Indeed, constant monitoring of students' learning should be the driving force behind instruction... not how many pages are covered in the textbook.

e. Reflection/New Comprehensions (Reviewing one's own and the class' performance so as to lead to a consolidation of new understanding)

(i) Situation -- Teachers leave their classes when the bell sounds and soon thereafter leave for the day

(ii) Solution -- Whether or not teachers are present in the building is immaterial. What is critically important, however, is teachers learn how to learn from experience. During the training, they should be given specific guidance in this regard. Only in this way is training generative; otherwise, it leads to perpetual periodic request for retraining.

3. Specific content (final three days) - The last three days of Phase I should be spent intensively in training for a particular specialty. Participants may choose from:

a. Curriculum/Materials Development (From this group will come the inter-site team to design an OTO-specific curriculum).

b. Testing and Evaluation (This group will focus on standardized testing and how to deal with the "tyranny of the TOEFL"; They will also learn about the design of classroom tests).

c. ELT Educational Administration (Participants in this group will deal with issues of finance, scheduling, tracking of students, course packaging. The objective

will be to help the language centers to become more self-sufficient).

d. Training of Supervisors (Those participants with designated supervisory responsibility will be aided in honing their skills in this area so that they might conduct on-going supervision and provide support for the teachers at their centers).

4. Incentive for Participation in OTO-ELT Teaching and Training

To the extent possible, teachers should be compensated for participating in the training program described above and for the on-going tasks for which they will be responsible once back in their sites. Such support might take the form of:

(a) Teaching contracts, as opposed to hourly compensation
(b) Alternatively, compensation for non-teaching, yet vital, tasks
(c) Subsidization while in full-time training
(d) Certificate of participation for the training course and/or graduate credit awarded which will help participants accrue points towards promotion within the civil service system

5. Research into teaching and learning languages at each of the OTO-ELT sites should be encouraged. Furthermore, documentation and dissemination of information regarding OTO-ELT design should be undertaken. Such work might prove to be an incentive for teachers to work in language centers, might contribute to an elevation of status of such centers, might contribute points for research in the tridharma scheme for teacher promotion and should prove of service to the international ELT scene.

6. Certain of the OTO-ELT teachers should be selected for overseas training, which will provide further incentive for them

to teach in language centers and help to develop their own teacher training capacity. Such opportunities, however, should only be granted to those individuals who:

1. have successfully completed the in-service course
2. have demonstrated their commitment to OTO-ELT through serving at least two years as instructors in such programs
3. come from universities/ministries which have drawn up explicit developmental plans (including support for those who return)
4. are pledged to return from the overseas experience and teach in OTO-ELT courses at least two additional years.

Furthermore, overseas training placement should not be haphazard. Indeed not all diploma/MA courses are equally valuable. To the extent possible, a training profile should be established for each participant so that the training institution might be duly informed and maximum benefit might be derived. If there were enough participants at one time, perhaps a tailor-made program could be designed.

7. Native speakers of English should be recruited and trained to engage in "shadow training" at each site.

1. These teachers would teach 10 hours, e.g. listening comprehension, the skill all students queried mentioned first as being the most difficult. They would also have ten hours for preparation; they would spend the rest of their time responding to on-site needs as they arise.
2. Moreover, non-native speakers have to receive training in how to use native speakers. Native speakers have to receive training in how to be of help.

8. A second ELT advisor should be added to the staff of OTO and the distribution of responsibilities should be as follows:

1. Current ELT Advisor - Oversee OTO-ELT operations - should become increasingly routinized/Monitor Sites/Seek and develop, new sites-preferably out of Jakarta/Plan for ELT needs for short-term courses.
2. New ELT Advisor - Set in motion and coordinate curriculum/materials development team/Oversee in-service training course development and overseas training opportunities and design/Seek rector or dean support for language centers to help them attract outside business and become self-sufficient/Seek funds for research, documentation and dissemination.

9. If a new person cannot be added to OTO staff, a designated person within the MOEC and/or LAN should be charged with the responsibility of ELT coordination. This is very important, not only for OTO-ELT, but for ELT throughout Indonesia.

Action Plan

1. Seek funding: - convene inter-donor group
   - bilateral agreement
   - GOI
2. Hire second ELT advisor and orient (for training and materials development coordination)
3. Recruit curriculum/materials development task force -- to begin project after 3-day intensive experience in summer
4. Investigate extant training schemes
5. If extant schemes seem unsatisfactory, solicit proposals from other likely institutions
6. Select trainers and arrange other logistical matters
7. Identify possibilities for long-term training
8. Identify sources of research/funding for primary research and documentation/dissemination function.

Conclusion

In short, much good work has been done, yet there is much to be accomplished. If this plan were to be enacted, it would result in more than simply doing a good job in OTO-ELT courses--such courses could become in-house laboratories for younger ELT teachers. Furthermore, they would provide focus for external input in terms of visiting lecturers. They could become exemplars of what is possible in ELT, centers of excellence which could provide vision not only by example, but later by explicitly nurtured links between OTO-ELT programs and other ELT deliverers. In summary, OTO could become the model-maker it has set out to be.

ACKNOWLEDGMENTS

A number of people have contributed to this report. Special mention should be made to Wendy Gaylord, ELT Advisor to the OTO, for scheduling all my appointments and to Donald Foster-Gross, USAID Project Director for GPT II, for facilitating my being able to keep them all. I should also like to thank OTO staff members and the administrators, teachers, and students in OTO-ELT courses for giving so freely of their time and thoughts. Finally, I would like to acknowledge Wendy Redlinger, Elizabeth Tannenbaum and Fran Covey, at The Experiment in International Living, for all the support they gave me at home base.

APPENDIX A

WORKS CITED

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APPENDIX B

SCOPE OF WORK

Dr. Diane Larsen-Freeman
School for International Training
Experiment in International Living
Brattleboro, Vermont 05301 USA

Introduction

At the request of the USAID/Jakarta's Training Office, and under contract from AID/Washington's Office of International Training (OIT) with funding from Partners in International Education and Training (PIET), I am to offer technical assistance in the area of teacher training for the GPT-II sponsored Government of Indonesia's Overseas Training Office (OTO).

Objectives

I have two specific objectives:

1. To design a model for a regular refresher course for Indonesian English language teachers.

2. To develop an action plan to implement such a course.

Procedure

I propose to address these objectives by:

1. Gathering information from USAID officials, members of the ELT Working Group of OTO, members of the ELT Liaison Group and others involved with the delivery of ELT in Indonesia.

2. Visiting the six sites where OTO-sponsored ELT is being conducted.

3. Drafting outline of model and an action plan for which feedback will be solicited and revisions made accordingly.

SCHEDULE

Dr. Diane Larsen-Freeman

Sunday, 10 Jan. 1988

Arrive Jakarta, Hotel Aryaduta, Mentang Raya

Monday, 11 Jan. 1988

AM - Donald Foster-Gross, GPT II Project Officer, USAID and Johanes Soebroto, Training Officer, USAID

PM - Prepare Scope of Work and submit to Don Foster-Gross.

Tuesday, 12 Jan. 1988

AM - Wendy Gaylord, ELT Consultant, OTO, Jl. Pramuka 70

PM - Drs. Benny Hoed, Head, Division III, Systems Development, Research and Evaluation, OTO

Dinner: Steve Grizzell

Wednesday, 13 Jan. 1988

AM - Ernie Kuhn, Project Officer, Western Universities Agricultural Education, USAID (Kentucky Project)

USEMB Travel Agency

PM - Australian Language Centre, Kerry, O'Sullivan, Director; Jean Brick, Asst. Director; Cipta Building, Jl. Rasuna Syaid

Thursday, 14 Jan. 1988

AM - Fly to Ujung Pandang; Accommodations at Pondok Swada Indah

Dean Husan Abas, Faculty of letters and Director, Language Center, Hasanuddin University.

APPENDIX B

PM - Observe OTO classes

Dra. Etty Bazergan
Dra. Andjarwati Sadik

Dinner: Dean and Mrs. Husan Abas

Friday, 15 Jan. 1988

AM - Tour of Facilities; Dra. Etty Bazergan

Dean Husan Abas

PM - Fly to Denpasar

Saturday, 16 Jan. 1988
Sunday, 17 Jan. 1988

Free time and return to Jakarta

Monday, 18 Jan. 1988

AM - British Council; Tony Crocker, English, Language Officer
Geoffrey Crewes, Coordinator, ELT Project Unit

Noon - Drs. Abdul Latief, Chairperson, ELT; Working Group, OTO; Jl. Pramuka, 70

PM - Patrice North, CIDA, Canadian Embassy, Wisma Metropolitan I

Tuesday, 19 Jan. 1988

AM - Roger Ley, Director; Susan Piper, Asst. Director; Australian Universities, International Development Project.

APPENDIX B

PM - Fly to Palembang; Accommodations at Hotel Sanaya

Dinner - Drs. Syarul Napsim, Director of Language Center, UNSRI

Wednesday, 20 Jan. 1988

AM - Dr. Amran Halim, Rector, Sriwijaya University

PM - Observe classes and meet with Drs. Napsim and staff
Return to Jakarta

Thursday, 21 Jan. 1988

AM - ELT Liaison Group Meeting; Lembaga Administrasi Negara (LAN)
Jl. Administrasi Pejompongan

PM - Wendy Gaylord, OTO; Jl. Pramuka 70

Friday, 22 Jan. 1988

AM - Tim Kirk, KELT Officer; LAN, Jl. Administrasi Pejompongan

PM - Keith Hafford, Fulbright; EL Advisor, PPIA
Dinner - Lynn Cassell, ACAO

Saturday, 23 Jan. 1988

Draft USIS Report

Dinner - Wendy Gaylord, Compleks UI, #25, Ciputat

Sunday, 24 Jan. 1988

Draft Report
Dinner - Fred Startz, MAT alumnus

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APPENDIX B

Monday, 25 Jan. 1988

AM - Audrey Ungerer, Peter Riddell (IDP), English Language Dept., Institute Pertanian Bogor (IPB)

PM - Dra. Aisah Maskoer, Head; Dra. Nasti Mardjono Reksodiputro, Head, OTO Program; Dra. Miroezam Chair, Head, Diploma Program
English Language Dept.
University of Indonesia
Depok (New Campus)

Tuesday, 26 Jan. 1988

AM - USIS Consultancy, Marshall Berg, PAO

PM - Ron Bonner, Don Foster-Gross, USAID
Dinner: Jerry Cole, MAT alumnus

Wednesday, 27 Jan. 1988

USIS Consultancy

Thursday, 28 Jan. 1988

USIS Consultancy
Dinner: Don Foster-Gross

Friday, 29 Jan. 1988

AM - Present report to Drs. Saadillah Mursjid, Director of OTO and Staff

PM - Kerry O'Sullivan, Jean Brick, Australian Language Center

Dinner: Dr. Wilmar and Dr. Sri Nababan

Saturday, 30 Jan. 1988

Depart for Singapore

APPENDIX C

TEACHER TRAINING PROGRAM DESIGN

Diane Larsen-Freeman

Rationale

The rationale for this proposed in-service teacher training course for English language teachers working at the six overseas Training Office (OTO) ELT sites has been provided in detail in my consultancy report (January 1988). To recapitulate the proposed structure briefly here, the overall course scheme is based on a training model common to all programs at the School for International Training. What we have found to be notoriously ineffective in bringing about desired changes of behavior are one-time workshops. What does work best and what we, therefore, recommend adopting for OTO-ELT teacher training is a three-phase scheme as follows:

In Phase I, a period of intensive instruction occurs. The intensity is important in order to overcome the inertia of customary practice and to achieve some momentum so that what is learned during the instructional period is not disregarded afterwards. In the training program for OTO, it is recommended that a three-week intensive course be implemented in July-August. At the conclusion of this phase, objectives are established for Phase II.

During Phase II the trainees apply what they have learned from Phase I. The trainers supervise the trainees during this phase to assist the latter in the application and to offer them helpful feedback. The benefits derived from this phase are optimal when the phase is extensive and when the trainees are working within a context identical to, or at least similar to, what they will experience when the training is completed. For the OTO course, it is recommended that the trainees apply what they have learned in the July-August session during the fall BELT course in their respective home institutions. The trainers from the summer course will travel from site to site to supervise the trainees.

During Phase III a "debriefing" ensues. This is followed by a synthesis of what has been learned, an evaluation of the training course, and the

establishment of a new, refined list of objectives. For the OTO program, it is recommended that trainers and trainees reconvene for a one-week period in early January. Following the debriefing, synthesis and evaluation components, new objectives will be established for the EAP I course which begins at the end of January.

The specific content of the training course presented during these three phases is based upon the needs analysis I conducted during my visits to the six OTO-ELT sites in January 1988. It is very important, in my opinion, that the content of the training program not be generic, but rather be customized for the OTO-ELT context. Not only will the training be more relevant as a result, but it also will be perceived as so by the trainees, enhancing their receptivity to learning. The needs analysis I conducted also contributed directly to decisions made in this training course design regarding the process which is employed in delivering the content.

Finally, it should be noted that the entire program has been designed based upon the premise that the training exists not to indoctrinate or train teachers to behave in prescribed ways, but to educate teachers to reason soundly about their teaching, as well as to perform skillfully. Teachers must learn to use their knowledge base to provide the grounds for choices and action. Only in this way will the training be generative and not lead to incessant calls for more training.

Participants

It is recommended that all OTO-ELT teachers participate in the training course, thus including junior and senior teachers, native speakers and non-native speakers. Even teachers with a great deal of experience can benefit from the stimulation of in-service training, and it has been my experience that even these teachers often grapple with fundamental teaching issues. It is recommended that teacher/administrators, as exist at some sites, also participate. Practicality may dictate the necessity for two intakes during the July-August session (or one each during consecutive summers) if the number of potential participants gets too large to be accommodated. Each intake should probably not exceed thirty participants.

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There should be at least two trainers per group. These trainers should be highly experienced teacher trainers, ideally familiar with the OTO-ELT context, or at least very knowledgeable about the challenges of EAP and of matriculating in American universities.

Logistics

As mentioned earlier, Phase I would be scheduled for a three-week span during a convenient time in July-August. It is recommended that this training take place at a "neutral" and respected site, possibly IKIP Malang, where the trainees can be freed from the distractions they would encounter at home. This is particularly important as the training will be intensive: six hours a day with evening reading assignments and related written work.

Trainees will return to their respective home institutions for Phase II September-December. During this span of time, they will be visited twice by the trainers for one-week periods each visit.

Trainees and trainers will reconvene in early January for a one-week Phase III. This phase could take place in Jakarta to reduce expenses.

Objectives

The following are the objectives of the training program. As with any teacher training program, there should be and there are objectives that involve knowledge acquisition, skill development, attitude enhancement and awareness development (Larsen-Freeman 1983). As was mentioned earlier, the objectives stem directly from the observations of needs during my January consultancy. To justify these objectives, then, my observations appear in the left column and the related objectives in the right column.

As an organizing framework, I have adapted a slightly modified version of an analysis of teaching found in Shulman (1987).

OBSERVATION	OBJECTIVE
Comprehension of Subject Matter	
Most OTO ELT teachers have a good level of English proficiency; some are native speakers of English; however, some teachers could benefit from language proficiency upgrading.	1. Trainees' English fluency will improve and they will feel more confident about their own use of English as a result.
Clarification of Purpose	
It was not clear to me that teachers had in mind any particular objectives for their lessons, other than to "cover" a certain number of pages in the textbook.	2. Trainees will recognize the need to set objectives and will be able to write them
Selection from Among an Instructional Repertoire	
I perceived a rather narrow range of instructional techniques. Furthermore, there was a clear need to work on teaching high level reading and writing EAP skills.	3. Trainees will broaden their instructional repertoire for all skills. They will increase their theoretical understanding of the reading and writing skills.
	4. Trainees will learn how to select from among their expanded repertoires those techniques that best suit the objectives for a given lesson.
Adaption and Tailoring to Student Characteristics	
Teachers seemed rather text-dependent, following it to the letter.	5. Teachers will recognize the need to adjust their instruction to their particular audience of students and will willingly do so.

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Instruction (Observable performance of teaching including classroom mgmt.)

Teaching was seen to be unidirectional from the teacher to the students.	6. Trainees will be able to vary student configurations (individual, pair work, small group work, whole class, etc.) and vary teacher and student roles in a way so they are working consonant with the objectives they are striving to achieve.
Error correction strategies were limited.	7. Trainees will broaden their repertoire of error correction strategies and will know when to correct student errors and how best to do so depending on the situation.

Evaluation (Checking student understanding)

Very little checking of student comprehension appeared to be taking place. If one or more of the more vocal students answered a teacher's question, the lesson proceeded.	8. Trainees will see the need to conduct "on-line" comprehension checks and to make their students' learning the driving force behind their teaching.

Selection/New Comprehension (Consolidations of new understanding about teaching)

Teachers are forced to hold several jobs and leave their classes soon after "the bell rings," leaving little time for reflection and the consolidation of new learning.	9. Given those "conditions of life," it is all the more important that trainees learn how to learn from experience.

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Apart from these observations regarding teaching, I also observed that there were other skill areas which would be desirable to address in a training program for OTO-ELT teachers.

Areas that are peripheral to teaching, yet can have a great impact on the quality of instruction are: educational administration, teacher supervision, curriculum development and testing and evaluation. All of these areas could be addressed in a training program.

10. Trainees will upgrade their knowledge and skills in these four areas so as to support high quality instruction.

A detailed explanation for how each of these objectives is addressed follows in the next section.

Syllabus and Schedule

Phase I

Day 1:

AM
* Introductions
* Get-acquainted activities
* Orientation to the training course
* Trainees receive instruction on how to keep a personal language and/or training journal
* Trainees/Trainers write personal learning objectives for training course
* Set activity: The Teaching/Learning Game: To play the Teaching/Learning Games, trainees pick a non-language skill they possess e.g., tennis, knitting, playing a musical instrument, and develop a 5-minute lesson to teach some aspect of it to other trainees in a group of five trainees. Later, when they teach their lesson, they are led through a series of questions to see that:

1. Teaching is not successful unless students have learned something.
2. Therefore, there is a need to set objectives in terms of learning outcomes, and
3. Student learning must be monitored so that the teacher knows whether or not his/her objectives have been achieved.

Later in the course, trainees can be reminded of this game to gain additional insights into the teaching/learning process.

* Trainees carry out teaching/learning game in small groups and observations based on this experience are shared.

PM
* Trainees are given mini-lecture on learners and the learning process
* Trainees receive guidance in drafting objectives for BELT course
* Trainees share their objectives with a partner
* Based on the feedback they receive from their partners, they revise their objectives for homework. Trainees also read "Formulating Instructional Objectives" (Chastain)

Day 2:

AM
* Trainees submit their course objectives to trainers
* Trainees have short individual meetings with trainers to receive trainer feedback on their objectives
* Trainers demonstrate model speaking activity in language unknown to trainees, who participate as students
* Trainees discuss their reactions to speaking activity
* Trainers lead trainees to analyze activity both in terms of techniques employed and the underlying principles

PM
* Trainers work with trainees on what it means to give constructive feedback

* Trainees choose those principles which make the most sense to them. They then design their own speaking activities and teach them to their peers in small groups. Peers offer constructive feedback on degree to which principles were followed and on the technical merit of the activity.
* Trainees read article by Gattegno "On Feedback" for nomework

Day 3:

AM
* Trainees/Trainers discuss reading
* Trainers demonstrate activity to teach listening skill within EAP context (note-taking)
* Trainees discuss their reactions to lesson
* Trainees are led to analyze lesson in terms of techniques and principles

PM
* Repeat of PM for Day 2, only working on listening skill rather than speaking
* Trainees read Nida and Morley articles on listening skills

Day 4:

AM
* Trainers/Trainees discuss readings
* Trainers give lecture on schema theory
* Trainees dc experiential exercise based on schema theory ("laundry-sorting" exercise)
* Lecture continues reporting research supporting analytical, synthetic and interactive views of the reading process

PM
* Trainees work on how to exploit schema theory in creating activities for teaching reading. They create two types of activities: one involving content schemata and one involving rhetorical or formal schemata. The activities they produce must be ones in which their students:
    a. can build schemata
    b. can activate schemata
    c. are interactive in nature

* Trainees read Carrell articles on schema theory and Goodman article and Clarke and Silberstein article on reading as a psycholinguistic process.

Day 5:

AM
* Trainers/Trainees discuss readings
* Trainers offer trainees ideas for, and experience with, strategies for inferring word meaning from context
* Trainers offer trainees ideas for, and experience with, strategies for vocabulary acquisition

PM
* Trainees individually brainstorm additional strategies for teaching vocabulary
* Trainees share their lists with partners
* Pairs of trainees share their ideas with entire group
* Trainer facilitates process as group produces list of consensually acceptable ideas for teaching vocabulary
* Trainees enumerate what they have learned from the first week
* Read Virginia French Allen's book on vocabulary teaching (Homework for weekend)

Day 6:

AM
* Discuss Allen's book
* Trainers talk about speed reading: What it is and why it is a valuable skill in the American university context
* Trainees receive short course in speed reading for their own edification

PM
* Trainees design techniques for teaching skimming and scanning and speed reading

Evening: Planned social event

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Day 7:

AM
* Trainees are led through the various stages of the Process Approach to Writing (Introduction, brainstorming topic, topic selection, brainstorming supporting ideas, organization, first draft, revise, second draft, revise, etc.)
* Trainees experience first hand the Process Approach to writing

PM
* Trainees register their reactions to the Process Approach
* Trainees discuss applicability of the Process Approach to their teaching
* Read Zamel articles on the Process Approach

Day 8:

AM
* Discuss readings on the Process Approach
* Process Approach applied to academic writing--Trainees analyze various types of academic writing tasks: Essays, term papers, lab reports, business school case studies, etc., looking for structure and salient characteristics of these genre

PM
* Trainees divide into small groups, each group choosing a different writing task. Trainees should prepare activity which would sensitize their students to the type of writing required of them and enable them to produce an acceptable written product
* Trainees share activities with one another
* Trainees skim English Skills Handbook text for homework

Day 9:

AM
* Drafting/Editing process is the focus
* Trainees/Trainers discuss how teachers should respond to students' written products--issues of accuracy versus fluency, role of error correction, type of error correction should all be dealt with
* Trainees engage in exercise assessing the written product of EFL students analytically and holistically. Scoring guides are used for the former. They then compare their assessments.

PM * Discuss homework assignment and academic study skills required to be successful in American university and how to give Indonesian students practice with these

* Homework: Read Bailey and Brown on Scoring Written Products

Day 10:

AM * Trainers lecture on the stages of the Process Approach to Lesson Planning: Preview, presentation, practice transposition, sociolinguistic, cultural exploration, review

* Trainers present type of activities appropriate for each stage

PM * Trainees work in triads to prepare lesson plans adhering to the stages of the Process Approach. Triads pick skill with which they are most familiar. At the end of the afternoon, lesson plans are submitted to trainers for feedback

* Trainees enumerate what they have learned the second week

* Homework for weekend: Read Celce-Murcia and Gorman "Preparing Lesson Plans," "A Framework for Language Teaching" by Patrick Moran and "The Lesson Plan" from The E.S.L. Miscellany by Clark and Burrows.

Day 11:

AM * Triads receive feedback from trainers on the lesson plans they produced and revise them accordingly

PM * They share their lesson plans with one other triad. Trainees engage in Picture Task (materials exploitation task). In this task, trainees are led to see how they can influence the level of the activity by systematically altering the configuration of the students, the role of the teacher, the role of the students, the skill, the pace, the location, the format, etc.

Homework: Trainees read Levy's "Teaching Multilevel FL Classes" and skim Jill Sinclair Bell's book on same topic

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Day 12:

AM * Trainees are introduced to the assessment continuum:

Formal ----------Informal

Standardized Examinations (proficiency)	Teacher-made tests (achievement)	Ongoing assessment (diagnostic)

and characteristics of each type of assessment are offered. The criteria of validity, reliability, and practicality are discussed and ways of achieving these are suggested.

* Trainees work in pairs to devise items for teacher-made achievement tests which meet the criteria
* Trainees share and critique one another's test items.

PM * Trainees review the TOEFL
* They then propose a strategy for the most effective way of preparing their students for the TOEFL and of ways to allay their students' fear of not making the requisite TOEFL score
* Trainees enumerate what they have learned from the third week
* Trainees/Trainers evaluate the twelve-day course they have had so far, especially in light of their own learning objectives
* Trainees/Trainers write their learning objectives for Phase II

Evening: Planned social event

For the final three days of Phase I, the trainees will be divided into four groups according to trainee needs and experience and each group will experience a parallel, yet distinctive, training agenda. Each training site should have representatives in each group. The trainers will divide their time among the four groups. The four groups and their schedule for the final three days are as follows:

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Curriculum Development	Testing and Evaluation	Educational Administration	Teaching Supervision
Day 13:			
Est. objectives	Est. objectives	Est. objectives	Est. objectives
Discuss principles of curric. design	Discuss principles of test design	Define tasks	Define "good" teaching
Review examples of various curricula	Review examples of various tests	Form task forces for: -Develop. timetables -Stud.record-keeping -Staff development -Budgeting/Acc't.	Examine Freeman's training-development-continuum
Reading assignment: Mohan "Toward a Situational Curriculum" McKay "Syllabuses: Structural, Situational, Notional" Yalden "The Evolution of Syllabus Design" from The Communicative Syllabus	Reading assignment: Moran "Assessing Learning" Madsen "Techniques of Testing" Chastain "Testing Procedures"	Task forces will establish criteria in each of these areas	Rdg. assignment: Teaching Teachers and Freeman, "Three Approaches to Teacher Supervision"
Day 14:			
Drawing on their experience, trainees will begin to map out a curriculum for the BELT	Drawing on their experience, and what the curriculum developers produce, trainees	Drawing on their experience, trainees will develop systems consistent with the criteria	Drawing on their experience, trainees will draw up a list of criteria and

course. Each curriculum will include objectives, teaching points. recommended activities and be cross-referenced with pages from the texts.	will design a series of bi-weekly achievement tests for the BELT course. These tests will give teachers and students a measure of how the students are progressing and where further work is needed.	they established the first day. Each task force reports to the others and the others raise concerns and offer feedback.	an approach to supervision. They will then role play as teachers and supervisors apply the criteria/approach.

Day 15:

Continue mapping out curriculum	Continue designing bi-weekly tests	Task forces work on revising systems	The approach to supervision that they have devised will be revised in light of the role playing
Make plans for how to continue developing/revising the curriculum	Make plans for how to continue developing/revising the tests	Make plans for how to apply, monitor and revise systems after return to home institutions	
Report to other groups	Report to other groups	Report to other groups	Make plans for how to apply, monitor and revise approach to supervision upon return to home institution
			Report to other groups

Evening: Closing Ceremonies
Awarding of Certificates of Participation
Reception

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HOW OBJECTIVES ARE ADDRESSED

This next section describes how the ten objectives established earlier are addressed in Phase I.

Objective No. 1: To improve learners' English proficiency

Addressed: Trainees will improve their English by:

a. Reading/listening to English and writing/speaking English during the three-week course.

b. Keeping language journals (See Day 1) to record new points in English for them.

c. Interacting informally in English with native speakers and proficient non-native speakers.

d. Trainers employing deliberate communication strategies (e.g. elaborative and reductive simplification (Meisel 1981) to promote trainees' comprehension.

Objective No. 2: To have trainees learn to set objectives

Addressed:

a. Day 1: Trainees will receive guidance in setting objectives.

b. Days 12, 13, and 15: Trainees will receive additional practice in writing objectives.

Objective No 3: To have trainees broaden their instructional repertoires (especially for the reading and writing skills)

Addressed:

a. Days 2 and 3 deal with activities to teach the speaking and listening skills, respectively.

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b. Days 4-6 work on the reading skill in an academic context.

c. Days 7-9 address the writing skills in an academic context.

Objective No. 4: To have trainees learn to match the techniques/ activities they employ with the objectives they seek to meet.

Addressed:

a. Day 10 is devoted to lesson planning in which trainees will receive guidance in how to plan a lesson to include activities which are matched to the objectives for the lesson.

b. The trainers will review the lesson plans and offer feedback to the trainees on how well the activities of the lesson match its objectives.

c. The trainees will revise their lesson plans accordingly.

Objective No. 5: To help trainees adjust their instruction to the needs of their particular audience.

Addressed:

a. Day 1 includes a lecture on individual characteristics of language barriers (learning styles, personality factors, individual learning strategies, psychological factors, etc.)

b. Day 11 is designed to demonstrate to the trainees the number of options they have which they can exercise to raise or lower the level of the activities they conduct and to adjust them to meet the needs of a particular group of students.

c. This objective is also addressed implicitly in that this training course has been designed to take into account a variety of learning styles via variety of formats: lectures, discussions, demonstations, peer teaching, experiential exercises, readings, writing, etc.

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Objective No. 6: To help trainees vary student configurations and student and teacher roles in a principled fashion

Addressed:

a. Day 11 deals with student configuration and student and teacher roles explicity as these are two of the options which are available to teachers in order to vary an activity.

b. Implicitly, the trainees should learn about this area from the varying configurations and roles that are ascribed by the trainers during this course.

Objective No. 7: To have trainees broaden their error correction repertoires and know when and how to use appropriate error correction strategies.

Addressed:

a. Trainees make choices regarding error correction during speaking and listening activities (Days 2 and 3) and receive feedback on the appropriacy of their choices during the peer teaching tasks and teaching game (Day 1).

Objective No. 8: To have trainees recognize the need to make their students' learning central to their teaching.

Addressed:

a. This point is brought out repeatedly during the course. In Day 1, it is broached explicitly in the lecture addressing the learner and learning process. It is also dealt with in the Teaching Game and as a starting point for writing objectives.

b. More subtly, it is an underlying theme of almost every session, perhaps being most evident during Day 10 on lesson planning and Day 12 on assessment.

c. It is also addressed implicitly, in that the trainees (as learners in this course) establish their own learning objectives at the onset of the course and evaluate the course in light of these at its termination.

Objective No. 9: To help trainees learn how to learn from experience.

Addressed: a. Once again, the objective is addressed throughout the course.

Trainees:

- are asked to draw on their experience during the course
- receive feedback on their contributions
- often work inductively
- keep journals on their learning
- summarize weekly what they have learned
- respond to regular requests from trainers for feedback on their learning

b. Trainees are also encouraged to devise curricula, tests, systems and approaches (i.e., Days 13-15) and to plan how they will be revised based on what they learn.

Objective No. 10: To have trainees upgrade their knowledge and skills in the four areas which support instruction.

Addressed: a. Days 13-15 deal most directly with these four areas.

b. Trainees are also asked to plan for how they will continue to consider these areas once they return to their home institutions.

This, then, is the way in which the ten objectives will be addressed during Phase I.

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Phase II

As indicated in Objective No. 10 b above, several of these objectives will also be dealt with explicitly on a continuing basis during Phase II which takes place September - December. In addition, the two trainers, who will make two one-week visits to each site, will be sitting in on trainees' classes and offering them constructive feedback on how well they are meeting objectives 1-9.

Phase III

It is recommended that the one-week long Phase III be structured to recapitulate Phase I and thus most efficiently follow up on the issues introduced in the summer session. The best way to do this would be to adhere to the following schedule:

* Opening reception

* Objectives for the week are established

Day 1:

AM * Debriefing--a frank discussion of what was done during Phase II and to what extent objectives for the BELT course and personal learning objectives were achieved.
* Trainers/Trainees negotiate their own agenda for the remainder of the week, including suggested new topics if the trainees wish. Thus, what follows is only one scenario.

PM * Activities which relate to the speaking and listening skills are addressed. Successes are proffered and problems which were encountered are discussed. Solutions/remedies are proposed by both trainers and trainees.

Day 2:

AM * Repeat of Day 1 PM for the reading skill.

PM * Repeat of Day 1 PM for the writing skill.

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Day 3:

AM * Issues concerning lesson planning are discussed: Trainers and trainees offer their perceptions and suggestions.

PM * Issues concerning classroom management are dealt with. Trainees report on strengths and weaknesses in adjusting their instruction to the particular group of students with whom they worked during Phase II.

* Challenges which trainees faced in carrying out ongoing informal assessment of their students are identified. Trainers and trainees respond from their experience.

Day 4:

AM * The four sub-groups meet separately to bring each other up to date on what has happened regarding the plans they made in Phase I in the areas of curriculum development, testing and evaluation, program administration and teacher supervision.

PM * The four sub-groups conduct separate workshops during which problems that arose are tackled and new objectives are established for EAP I.

Day 5:

AM * The morning is left free so that any new topics that trainees wish to consider can be done so at this time.

PM * Phase III is evaluated in terms of the objectives established the first day.

General objectives for the spring EAP I course are established.

General evaluation of entire program is conducted.

Closing ceremonies including the awarding of Certificates of Participation are held.

To the extent possible, trainees should be compensated for participating in this Training Program and for the on-going tasks such as curriculum development which they undertake at their respective home institutions. In addition, participants should receive a Certificate of Participation and possibly an appropriate number of graduate credits which will contribute points towards their promotion within the civil service system.

Conclusion

This Training Program has been designed at the request of the OTO to assist in upgrading English teaching in its courses. Although I am confident that this program will meet the training needs that I have identified, the call for this type of program was only one of the eight recommendations I made in my January 1988 consultancy report. In order for this Training Program to achieve maximum usefulness, the other seven recommendations, which will provide for a lasting, energizing and supportive environment for teachers, should be given serious consideration as well.

APPENDIX D

FOLLOW-UP TO ELT CONSULTANCY IN INDONESIA

Submitted by Diane Larsen-Freeman

I took advantage of being in Singapore for a RELC Seminar to return to Indonesia as a follow-up to my January consultancy and my subsequent submission of a design for a teacher in-service course for Overseas Training Office (OTO) ELT Teachers.

On April 8, 1988 I met briefly with Don Foster-Gross, USAID Project Officer for GPT II (General Participant Training Project Number Two). He expressed appreciation for the report I had submitted earlier and encouraged me to discuss implementation of the teacher training course with Wendy Gaylord, ELT consultant to the OTO.

I met all day April 9 with Wendy Gaylord. She had written up some extensive notes on my report which served as the basis for our discussion. Wendy seemed very pleased with the design I had proposed, but felt that there were insufficient funds to implement my recommendations during the current fiscal year. We spent some time talking about an abbreviated version of the original design. Other questions we discussed were:

1. Would the course duplicate existing GOI and donor agency training programs?
2. How can OTO tie attendance in this course to overseas training opportunities?
3. How much lead time would be required to release teaching staff from duties in order to attend a 3-week full-time course? Would all OTO teachers be able to attend?
4. Could we run a program which carries credit that could be transferred to MATEFL programs overseas?
5. Could participation in the course give "cum" points to participants for civil service advancement?

Wendy and I agreed to continue our discussion during June or July when she is in the United States. A possible target date for the training course to begin is October prior to the start of the BELT course term.

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ESTABLISHMENT OF THE ENGLISH FOR BUSINESS PROFESSIONALS PROGRAM CONFEDERATION GENERALE DES EMPLOYEURS DE MAURITANIE

March - June, 1988

Prepared by ELT Specialist Patricia Johnson

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EXECUTIVE SUMMARY

On March 28, 1988, the Secretary General of the Confederation Generale des Employeurs de Mauritanie (CGEM) opened the English for Business Professionals Program to its first fifty students.

This program, the purpose of which is to deliver English language training to management personnel from the Mauritanian private sector, represents part of the USAID Mission's response to the CGEM's request for such technical assistance as would enable Mauritanian businessmen to compete more successfully in the world of international finance and commerce. The ability to communicate effectively in English and to conduct all business dealings in English is central to this enhanced capability.

In the four months of the consultancy, through the combined efforts of Mr. Mohammed Aly, Secretary-General of the CGEM, Mr. Andrew Gilboy, Human Resource Development Officer and the Consultant Patricia Johnson, the EBPP came into being. Housed at CGEM headquarters in Nouakchott, fully- furnished and equipped and staffed with instructors trained in English for Specific Purposes, the program is responding fully to the individual and collective needs of its private sector participants. It has the capacity, in terms of financial stability, a solid, yet expandable communicative syllabus with accompanying learning materials, and a trained staff to double within six months if the CGEM management so desires.

The instructional syllabus is so designed as to accommodate the functional language needs of both executive and clerical personnel. Within each of these tracks, the curriculum permits varying paces of instruction based on the capability of any group of learners and offers a variety of reinforcement and supplementary materials. Further, the syllabus can be expanded at both ends.

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That is, a pre-Phase I course could be added for those who have never studied English while advanced learners might wish to enroll only for a short course on a particular topic such as "Making Sales Presentations," or "Negotiating in English."

Facilities for the EBPP have been provided by the CGEM at its headquarters. Texts, audio visual materials, furnishings and equipment, and all other start-up costs were funded by USAID/ Mauritania, while the Office of International Training, USAID/ Washington provided the English Language Training assistance. The voluntary services of two U.S. Peace Corps Volunteers, one as Coordinator and Instructor and one as full-time instructor, permit the EBPP to be financially self-sustaining at present. Tuition is sufficient to cover the salaries of the other two full-time instructors and to build a fund for the replacement of materials in the future.

A Resource Center has also been created within the EBPP. Here, students may avail themselves of reinforcement and supplementary materials keyed to the syllabus and consult the Coordinator for individualized instruction, and particularized assistance with authentic documents from their workplaces. Further, the Center houses professional development materials for the instructors and will increasingly serve as a resource base for all English for Business instructors in Nouakchott.

The instructional staff of the EBPP are committed English language teachers with prior teaching experience in Nouakchott. They were selected from a qualified applicant pool of eighteen, all of whom were invited to participate in the pre-service teacher training workshops. Attendance was excellent at these workshops, thereby creating a new force in English language training in Nouakchott and a roster of substitute teachers for the EBPP.

The most significant development in the establishment of the EBPP was Peace Corps' accepting the CGEM's invitation to make the EBPP a Peace Corps teaching site. Through this cooperative effort, Peace Corps has assigned one Volunteer as full-time Coordinator/Instructor and another as full-time staff instructor through September 1989. This cooperation reflects the joint outreach of the elements of the U.S. Mission to Mauritania to the private sector. It provides continuing professional leadership of the program by a qualified American professional and ensures the economic viability of the program.

The establishment of the EBPP is an accomplishment CGEM, USAID and the Peace Corps can be proud of as a joint and complete response to one of the many development needs of Mauritania.

I. BACKGROUND

The English for Business Professionals Program (EBPP) now established at the Confederation Generale des Employeurs de Mauritanie (CGEM) in Nouakchott forms part of USAID/Mauritania's response to a critical need voiced in increasingly strong terms over recent years by the leaders of the private sector in Mauritania. Through the CGEM, their professional support and advocacy organization, these managers requested technical assistance in acquiring access to developments in their industries and in improving their English language skills to enable them to broaden their client base and compete more successfully in international commerce and finance.

This initiative is indicative of the vigor and aspirations of those involved in the private sector, which contributed approximately 63% of Mauritania's value added and provides 71% of the total employment opportunities. It has also been observed that "Mauritanian entrepreneurs have shown themselves to

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be remarkably responsive to whatever opportunities there are for establishing new local businesses ..."[1] This was evident even during the first three months of the EBPP. Four of the first enrollees were from a newly-created firm importing Mitsubishis, thus creating a strong competitor for Renault, whose managing director is also an EBPP student. Further, the managing director of the long-established bottled water company added three countries as clients.

Each of the students, who represent upper- and middle-level management of firms in Nouakchott, strongly believes that the success of his enterprise depends on his and key employees' ability to stay abreast of developments in the industry and to conduct business in English worldwide. By extension then, it can be posited that growth, the increase in commercial and financial activity sought and anticipated by each of these executives will contribute directly to the development of the private sector economy of Mauritania.

Cognizant of this, USAID/Mauritania, through the Human Resources Development Office, provided a grant for two-pronged technical assistance to the CGEM. Under the terms of this grant, a Documentation Center has been established and an information specialist is being trained to gather and provide technical information to the business and finance community, thereby increasing access to technical expertise. The establishment of the EBPP is the second thrust of the technical assistance. It provides the means through which private sector employees can acquire and improve their communicative language skills. Together, this training and the Documentation Center are providing the opportunity for leaders of the private sector, particularly the 300 firms which are members of

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[1] Investment Climate Assessment and Private Sector Survey prepared for USAID/Mauritania and the Office of Private Enterprise, Bureau for Africa by the International Science and Technology Institute, Washington D.C. August 1986.

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the CGEM, to increase their expertise, widen their client bases and enhance their ability to conduct business on an increasingly broad international level.

To respond to the CGEM's felt need for English language training for its constituents, USAID/Mauritania arranged for a feasibility study conducted by an offshore team as Phase I of this project. Funds for Phase I and Phase II were made available through English Language Training assistance funding from AID's Office of International Training. The study, completed in October 1987, confirmed the need for an English language skills building program, offered a model for its design and suggested a six-month scope of work of technical assistance to be provided by English Language Training Specialists in establishing the program. Phase II, the establishment of the program, was assigned to The Experiment in International Living through Partners in International Education and Training.

Accordingly, on February 14, 1988, the consultant arrived in Nouakchott to establish the "English for Business Professionals Program."

II. SCOPE OF WORK FOR ENGLISH FOR SPECIFIC PURPOSES (ESP) CONSULTANCY FEBRUARY-JUNE 1988

Based on the findings of the needs assessment study and subsequent discussions with the USAID/Mauritania Human Resources Development Officer and members of the USAID/Washington Office of International Training, the following scope of work was established for the Phase II Consultancy, the actual establishment of the program.

The English Language Training Specialist will:

1. Assess student needs and proficiency level
2. Identify, hire and train instructors
3. Design syllabus and obtain learning materials responsive to student needs
4. Procure audio visual and office equipment;
5. Set up the Resource Center for students and instructors

6. Establish procedures to define the responsibilities of the local sponsoring organization, the Coordinator and the instructors
7. Prepare a budget of initial and continuing costs
8. Ensure program sustainability both academically and financially (See Appendix A, "Schedule of Activities" for the Consultant's work plan for these and other tasks performed during the consultancy).

III. DESCRIPTION OF THE PROGRAM

A. Student Profile

Participants in the EBPP are the chief executive officers and other upper- and middle- management personnel of those enterprises and banks operating in the international scene. Other staff who must use English in their daily work are also studying in the program. Import and export agencies, automotive dealers, freight forwarders and Mauritania's only insurance agency are well represented in the student population as are the mining and fisheries industries and office and home equipment firms. Fully half the students work in the international divisions of the two development banks in Nouakchott.

The students range in age from 25 to 45, with the majority over 30. While a few students have received some higher education in France, most completed their schooling in Nouakchott. Sixty-percent have only a secondary school education; the others are graduates of the University of Nouakchott or of local institutes for practical and professional training. Four of the continuing students are women with supervisory responsibilities in their organizations. The original program roster included four other women from the clerical staff of banks; however, they dropped out, citing as reasons family responsibilities, distance to travel after class and their very low level of English language proficiency.

For nearly all EBPP students, previous English language study consisted of from three to one hours per week (on a declining scale) during 3 years of secondary school. Moreover, these classes were taught by untrained instructors

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without benefit of either a national English language syllabus or textbooks. Those few participants who enrolled in the Embassy English Language Program did not continue as the general English focus did not respond to their specific needs and the syllabus progressed slowly. Given this situation, the time lapse since their last English study, and the lack of opportunity to use or to learn English in daily life in Mauritania (no English radio, no English newspaper, etc.), it is not surprising that the level of English language proficiency of these otherwise successful business professionals ranges from beginners (50%) through advanced beginners (30%) to low intermediates (20%).

One-third of the students are self-selected for the course while two-thirds have been encouraged by their employers, chiefly the two banks with international divisions, to enroll in the program. This has serious implications for maintaining motivation: students attend after having completed a full working day and receive neither release time nor other compensation for this commitment.

B. Assessment of Student Needs

The English for Business Professionals Program is designed to assist those participants described above who are employees of firms active in the private sector in Mauritania, particularly in the realms of international commerce and finance, to improve or acquire English language skills to enable them to conduct business in English.

In assessment interviews, nearly all potential students declared that the amount of English language training they had had at the secondary school level was minimal and the quality weak in the extreme. Now, these businessmen have found that English is the language of international commerce and finance, even usurping common languages of French and Arabic. Thus, these upper- and middle-level managers are anxious to improve or even acquire English language skills to

conduct business dealings and related social interactions with clients with whom they share no other common language. As a group, their real need is not for the linguistic precision of an English for Academic Purposes course but for communicative competence, the ability to accomplish with ease all business functions in English with international business people from many countries.

Pre-program interviews were held with each student to evaluate individual entry level English language proficiency, and to determine student-specific professional English-language needs. Results of these interviews would dictate syllabus design, materials selection, class formation and timing of the delivery of instruction. When candidates gave evidence of some prior English study, the interview was initially begun in English. In three-fourths of the interviews, communication in English broke down so the consultant continued the entire assessment in French. The Individual Student Needs Assessment Questionnaire (Appendix B) was the base for the interview. Even those few students who could handle some conversation in English were more comfortable speaking French. This also permitted the interviewer to acquire more complete information on each student and on the overall business climate and programmatic needs which the EBPP was to address.

Specifically, prospective students expressed their need to be able to perform the following in English:

- understand and respond to telephone conversations and telexes
- receive and send written inquiries, invoices, orders, bills of lading and all other documentation relating to import/export; insurance; international finance and credit
- participate in business meetings in Europe, Asia, Africa and the Middle East with English speaking clients and suppliers
- participate in conferences, sales meetings and training sessions conducted in other nations in English

- conduct business negotiations
- negotiate contracts
- make and finalize transportation, logistic and credit arrangements
- read and interpret charts and graphs
- improve their vocabulary, particularly related to each business sphere, in order to be able to read and understand articles of interest relating to their industry

The executives and others dealing with the English-speaking public in Mauritania also expressed the desire to acquire the functional language proficiency to handle successfully the social aspects of their business encounters.

In the course of these interviews, students hastened to inform the consultant that they wished to be considered as beginners even though, as some of them realized, they might be evaluated at a somewhat higher level. Fully 90% of the entering students expressed that their English language training had been so minimal, so directionless and so long ago and their current language needs both so specific and so encompassing that they preferred to begin anew with language learning materials particularized for their professional interests and needs.

C. Class Formation

In tabulating the findings of the individual student needs assessment interviews, it was clear that the EBPP would have to be designed as a two-track program. One track would be designed for mid- and upper-level managers whose needs related to direct interaction with their English-speaking clients and to keeping up with, through reading, developments in their spheres of interest. The second track would have to be directed towards those students who used English primarily for correspondence and documentation. Differences in entering proficiency level and rate of language acquisition dictate that within each

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level the pace of instruction and the quantity and level of reinforcement and supplementary materials used would have to be varied.

Accordingly, at its inception the forty-nine original enrollees in the EBPP were placed into the following class groupings.

Class I A is composed of 12 upper-level management personnel from various enterprises in Nouakchott. They are at a low-intermediate level of English language proficiency, travel frequently on business and have daily occasion to use English either in oral or written commercial interchange.

Class I B consists of 14 middle-level personnel from the international divisions of two banks in Nouakchott and other businesses. The Secretary General of the CGEM is a student in this class himself. The proficiency level of this group is in the advanced beginner range.

Class I C is made up of 23 clerical staff from the international divisions of the banks and other enterprises. Though most of them have had some English in secondary school, they are beginners in English.

Provision has been made for students to change classes during their program, as their rate of acquisition dictates. For example, at the end of the intensive period, some class placements were changed as "false beginners" regained the English language proficiency that had been dormant. Similarly, a student originally assigned to Class A but absent for one month of instruction, was advised to continue in Class B in order to get the benefit of the instruction he had missed. Such movement between classes, particularly between A and B is anticipated throughout the program given the necessity of an accelerated rate of instruction and the frequent and lengthly absences of these executives on business travel. While the Resource Center provides the materials, both printed

and audio related to instruction missed, it cannot substitute for appropriately-paced interactive classroom learning, facilitated by a trained instructor.

The start-up of the second semester (October 1988) will offer a natural opportunity for class re-assignments. With the intake of as many as 40 new students possible at this time, continuing students who require some revision, due either to their absence from the program or to a slower learning rate, may be grouped with new students entering with a higher level of proficiency.

D. **Methodological Approach and Syllabus Design**

The syllabus (Section IV) of the EBPP has been designed to promote the capability of business professionals to handle their business and related social interactions in English.

As such, it is markedly different from that of a general English course such as some have taken at the Embassy Language Program and found unresponsive to their needs. It differs also from a more traditional English for Academic Purposes course in that the goal is not the linguistic precision required of those who must compete in an academic environment with native speakers of English.

The EBPP student's goal is **communicative competence**, the ability to accomplish what he needs to, using English. Success for each student will not be what he <u>knows</u> about English, but what he can <u>do</u>. It will be his increasing ability to conduct business in English.

The defining approach to language teaching in the EBPP is student-centered learning, facilitated by an instructor using communicatively-based materials and leading increasingly to self-directed learning by the student.

The instructional units have a three dimensional focus:

* a business topic which describes how professional functions are conducted in the US or the UK and which focus on the related vocabulary

* one or more structural focii through which specific grammatical constructions are taught or reinforced and

* a functional language focus through which learners acquire the language to perform functions such as offering an opinion, giving directions, disagreeing, etc.

The language content of the course is structural in nature and graded, that is the grammatical items are taught in a progression from the "easier" structures (sample tenses) to more difficult items (the conditionals).

This is the traditional approach to teaching grammar. Yet even this graded approach to the presentation of linguistic items differs from traditional methodology in that in this syllabus, structures are contextualized in a specific business situation within which specific language functions are also taught. Given the constraints of low proficiency levels and instructors with limited ESP experience and other teaching commitments, this approach is most practical.

Class time is designed to improve the students' communicative ability, fluency and oral mastery of the language. As proficiency increases, reading techniques are introduced and reading becomes part of every lesson. (See Course Plan/ Timetable, Section III, F.).

Throughout the course, for all classes, there are exercises which also highlight the skills of writing, listening and pronunciation. The aim is to provide a variety of interesting activities which lend themselves to stimulating classroom exploitation but which have the flexibility required for classes with different learning paces and instructor creativity.

Each lesson focuses on a business activity and introduces some vocabulary in that context. Extension of this vocabulary and interaction with business

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documents and texts is derived from the texts in that particular attention is paid to the introduction and understanding of a wide range of documentation and to the accompanying correspondence.

Class time is for the purpose of improving the students' communicative ability, fluency and oral mastery of the language. "Student-centered" best describes the classroom atmosphere. Most language learning activities are communicative in nature and utilize a great deal of a pairwork or group work. The instructor serves as model and facilitator but not as the focal point of the more traditional language class. Students also have many opportunities to make individual presentations in English. As proficiency increases, reading strategies are introduced and reading becomes part of every lesson.

The detailed Teacher's Book provides instructors with complete, activity-by-activity suggestions for presenting the lesson and for providing supplementary work exploiting the accompanying tape and the additional laboratory drills.

E. Core Course Materials

Given the constraints of a maximum entry-level English language proficiency level of low-intermediate among the students and the relative inexperience and professional training in applied linguistics of the instructional staff, it was clear that successful continuation of the program would be best insured through utilizing published materials with extensive teacher support and student learning reinforcement materials as the base of the EBPP syllabus. The complete offerings of the major American and British publishers of ESL materials were reviewed with these criteria in mind. Those listed below were selected and ordered through the English Book Importation Service.

The two-volume core text provides a basic syllabus. This framework is supplemented by selections from the other materials listed, by authentic published materials and by materials from the students' workplaces for Year One of the English for Business Professionals Program.

Further, the two-book series, progressing from beginner to solid intermediate (high intermediate with the use of all supplementary materials suggested in the curriculum), assures a well-integrated, progressive acquisition of the structural and functional language skills needed by the participants of the EBPP. Flexibility in pacing in accordance with student language growth throughout the year is provided for in the curriculum. Similarly, utilization of supplementary materials, including those targeted at a much higher proficiency level, will depend on participant progress throughout Year One.

A. **Core Texts**

We Mean Business, (Norman and Melville), Longmans 1987
ISBN 0582 51545 9

We're in Business, (Norman), Longmans 1987
ISBN 0582 74873 9

B. **Supplementary Texts**

1. **Focus on oral-aural skills**

Count Me In: Understanding Numbers in English, (Norman), Longmans ISBN 0582 74855 0

Language from Nine to Five: Developing Business Communication Skills, (Reitman), Prentice-Hall 1985 ISBN 0 13 523051 9

Fluency Squares for Business and Technology, (Knowles and Sasaki), Regents 1981 ISBN 88234 429

Telephoning, (Bruce), Longmans 1987 ISBN 0582 85265

Meetings and Discussions, (O'Driscoll), Longmans 1987 ISBN 0582 85259 5

Socializing, (Ellis and O'Driscoll), Longmans 1987 ISBN 0582 85259 5

2. **Focus on reading and vocabulary skills**

Import Export, (Hollet), Longmans 1982 ISBN 0 582 74850 X

Banking, (Rushton and Hopwood), Longmans 1985 ISBN 0 582 74858 5

Office Practice, (Norman), Longmans 1988 ISBN 0 582 74844 5

The Vital Order, (Blundell), Longmans 1986 ISBN 0 582 85244 7

Longmans' Concise Dictionary of Business English, (Adam), Longmans 1985 ISBN 0582 84221 2

3. **Structure exercises**

Mastering American English, (Taylor), McGraw-Hill 1956 ISBN 07 062942

4. **Authentic Materials**

Business America: The Magazine of International Trade published bi-weekly by the U.S. Dept. of Commerce

Businessweek

Wall Street Journal

Discourse items from each participants workplace

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F. **Timetable**

Year One
Course Plan Schedule
English for Business Professionals Program
Confederation Generale des Employeurs de Mauritanie

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                                   1988                                  1989

Class                  Apr  May  Jun  Jul  Aug  Sep  Oct  Nov  Dec  Jan  Feb  Mar

I A[1]                 >>>>
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G. Facilities and Equipment

Under the terms of its agreement with USAID/Mauritania, the CGEM had agreed to provide the EBPP with classrooms, a faculty office and space for the Resource Center at its Nouakchott headquarters. At present, the EBPP is using two classrooms, each of which accommodates a maximum of fifteen students, and a portion of a large meeting room for a third class. The large room can also be used for activities involving the entire student body. If increased enrollment in this location necessitates, the large room can be divided with removable partitions and still offer a modicum of quiet for each of two, or even three small classes.

The Resource Center and Faculty Office share a large, attractive air-conditioned room with the Documentation Center, established under another USAID grant to the CGEM. At present, this is an appropriate use of space as a combined Resource Center for both the English language and the technical information needs of the students.

Under the terms of the USAID grant to the CGEM for this English Language Teaching assistance, funds were available for the purchase of classroom, office and Resource Center furnishings and equipment. Accordingly, in addition to the texts listed under Course Materials, the items below were ordered for the EBPP. Difficulties encountered in obtaining the required three bids (which in this instance meant from three continents - USA, Bonn and Hong Kong)) delayed the installation of all equipment before the end of the consultancy. Additional difficulties were met in obtaining permission and documentation to bring these items into Mauritania tax-free and even in obtaining a locally-purchased copier tax free. Correspondence and conversations in early June indicated that all equipment would be in place by June 30; the Coordinator was given all documentation and was prepared to follow up.

Classroom and Faculty Office Furnishings
Tables and chairs for 50 students
Blackboards for two classrooms
Teacher classroom tables
Faculty office desk and chair
Bookcases
Cassette duplicator table
Copy machine table
Typewriter Table
File cabinet
Worktables for office
Office and classroom supplies

Audio-Visual Equipment
Large screen, multi-system television
Multi-system VCR
2 tabletop cassette recorders
1 cassette duplicator
Harimex four position listening set
Cassette tape eraser
Cassette cleaner
17 video cassette set of "English for Businessmen"
100 blank cassettes
* Locally-purchased cassette player duplicator for use awaiting arrival of imports

H. Financial Situation and Outlook

The financial outlook for the self-sustainability of the EBPP through Year One is sanguine. Start-up costs for texts, audio-visual equipment and materials, classroom furnishings and office equipment and the maintenance and supply contract on the photocopier were funded under the USAID technical assistance grant. The English Language Teaching Assistance was funded by AID/Washington. The consultant taught a class as part of her activities which also relieved the CGEM of this salary burden for 2 1/2 months. The assignment of a Peace Corps Volunteer as Coordinator is saving the EBPP UM70,000 per month. This represents the tuition fees of 35 students per month. With all start-up costs covered and monthly salary costs of approximately UM40,000 per month (25 hrs X 2 paid instructors X UM800 per hour) against a potential tuition intake of 80,000 (40 continuing students X UM2,000 tuition per month), the EBPP should have a very comfortable margin. It is envisioned that this surplus will be used for future purchases of materials and to cover teachers' salaries at such time as the EBPP does not have the services of a Coordinator and an instructor donated by Peace Corps.

IV. SYLLABUS FOR THE ENGLISH FOR BUSINESS PROFESSIONALS PROGRAM

The syllabus for Year One of the English for Business Professionals Program is displayed on the following pages.

The pacing for teaching this material to each class, A, B & C and to any new classes formed at these levels of proficiency is indicated in the "Month" column in the far left. As has been noted elsewhere, instructors will use reinforcement and supplementary materials as required by each class or assign these for individual reinforcement at their discretion.

A key to the abbreviations used in the syllabus is provided below.

Abbreviations of Core Syllabus Texts

BC - Business Contacts

CBS - The Countrybar Story

CMI - Count Me In

FS - Fluency Squares for Science and Technology

IAC - Improving Aural Comprehension

I/E - Import Export

MAE - Mastering American English

NBM - New Business Matters

OF - Office Practice

WIB - We're In Business

WL - Writing Letters

WMB - We Mean Business

Month A	Month B	Month C	Classes / Hours	Text Unit	Business Content	Vocabulary
1	1	1	24 / 72 3 hrs/day 5 days/wk 4 weeks	1	Organization chart	job titles countries nationalities letters of alphabet IAC 49, 51-56, 89-91
1	1	1		2	Telephone Conversations Business letter format	office furniture, equipment, stationery, business letter terminology
1	1	1		3	Memorandum Telephone Conversations Company names	parts of a building office activities ordinal numbers (CMI, p. 18, IAC, p. 9)
1	1	1		4	A survey; a block chart	means of travel, time, verbs of office routine
1	1	1		5	An order A business letter (reply to a request)	stationery, party food, numerical expressions
			CONSOLIDATION UNIT A TEST			
1	1	2		6	Office party	days of the week, entertainment, describing personal appearance, a menu

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Structure Focus + Reinforcement		Functional Focus + Supplementary	
verb "to be"	MAE p. 8	introductions	
poss. pronouns	p. 20	greetings	
genitives ('s)	p. 17	giving personal information	
who? what? where?		registering at a hotel	
		organization chart of own firm	
this, that, these, those	MAE p. 10	describing location	
there is/there are	p. 10	cardinal numbers	CMI p. 8-11
prepositions of place	IAC 101-104	IAC 1-8, 11, 13, 15, 25, 27	
how many	MAE p. 52	telephone	CMI, 22
		conversations	IAC, 21
		business letters	WL, 2-12
		OP, 3-4	
present progressive tense	MAE, 5-7	giving directions	IAC, 129-135
imperatives	MAE, 16	MAE, p. 15	
prepositions of place	IAC, 105, 131	giving commands	MAE, p. 24
which?		discussing activities	
present simple tense	MAE, 1-4	discussing routine	IAC, 159,
adverbs of frequency	MAE, 7-9	actions and timetables	161, 163,
	IAC, 151-2		165, 169,
how? how long? how often?			171, 173
what time? when?	MAE, 49, 51-4	telling time	IAC, 147-50
		CMI, 26-7	
		writing a personal letter	
count and mass nouns	MAE, 62	an order	OP, 31-2
plurals, adjectives, "need", "have got"		expressing need	

CONSOLIDATION UNIT A TEST

"would like to",	describing people	
a / the / one,	ordering a meal	
"Let's + infinitive"	invitations	
	suggestions	MAE, 16

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Month A	Month B	Month C	Classes / Hours	Text Unit	Business Content	Vocabulary
1	1	2		7	A survey A memo Job advertisements Letters of recommendation	describing personal qualities
1	1	3		8	Making appointments, business letters	dates, expressions of time, months CMI, 20-1, IAC, 185-92
1	2	3		9	Pie chart Report Petty cash Time and motion study	
1	2	4		10	Curriculum vitae Job interviews Letters of application	regular and irregular past tense verbs
				CONSOLIDATION UNIT B		
1	2	5		11	Job experience; Letters of inquiry Interviews	

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Structure Focus + Reinforcement		Functional Focus + Supplementary	
"can" + infinitive	MAE, 100-1	giving opinions	
"was/were"	MAE, 17		
prepositions			
"be going to"	MAE, 28-30	appts.	OP, 13-14
"must, have to,		Telephoning	, 18-29
have got to"	MAE, 104-5,	giving directions	AC, 131-3
	171	business letter	OP, 3-4
	BC, 59-60	expressing obligation	
imperatives			
"like + verb-ing"		suggestions	
"should / why don't"	MAE, 102-3	fractions:	CMI, 14-5
present tense		pie Chart:	CMI, 16-17
		percentages:	IAC, 123
		"petty cash"	OP, 33-4
past simple tense	MAE 17-25,	describing past actions	
	45-46	discussions biographical	
question formation	MAE, 49	information	
		curriculum vitae	OP, 7-8

CONSOLIDATION UNIT B

Present perfect tense	MAE 58-9, 61,76	polite requests
just, already, yet, "could you", "would you"		
will (future)	MAE, 27-35	
	BC, 55-56	
possessive pronouns, possessive adjectives	MAE, 13	
prepositions	IAC, 97-8	

Month A	Month B	Month C	Classes / Hours	Text Unit	Business Content	Vocabulary
2	3	5	8 / 24	12	Advertising circulars Reprograhics A survey	adjectives, abbreviations
2	3	6		13	Post room procedures Telexes Letter of complaint	world exports, numbers
2	3	7		14	Telephone messages	office equipment, stationery
2	4	7		15	Meetings, agendas; minutes	Meetings

CONSOLIDATION UNIT C - Review of tenses studied - Test

Introduction of Book 2, We're In Business (WIB)

3	5	9	8 / 24	WIB 1	Structure of an import / export firm	

Structure Focus + Reinforcement		Functional Focus + Supplementary
comparatives, superlatives	MAE, 92-4	comparing objects, processes and situations "Telex", IE, pp 1-2 "Reprographics," OP, 17-18
passive voice short additions	MAE, 78-9 MAE, 119-20	comparing situations discussing procedures complaining "Containers," IE, 7-8 "Post Room," OP, 15-16
indirect speech "could be", "might be" too + adjectives, too + very	MAE, 141-7 MAE, 173 MAE, 37	hypothesizing "How to Make a Telex Call," IE, p. 3-4. "TLX," OP, 5-6
"going to" indirect speech		discussing plans

CONSOLIDATION UNIT C - Review of tenses studied - Test

Introduction of Book 2, We're In Business (WIB)

present tense present progressive tense past simple tense "will"	MAE, 9 MAE, 86	* Responding to job ads "Job Descriptions," FS "Applying for a Job," OP "Application for Job," NBH "Personnel," OP * Making telephone inquires "Enquiries," NBM * Greetings and introductions. "Greetings," BC "Introductions," Socializing "Greetings," Socializing * Writing Business Letters "Correspondence," CBS

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Month A	Month B	Month C	Classes / Hours	Text Unit	Business Content	Vocabulary
3	5	10		2	Buying and Selling	
3	6	11		3	Transportation	context
4	6			4	Insurance	context

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Structure Focus + Reinforcement	Functional Focus + Supplementary
count & mass nouns collective nouns "too short," "not long enough" forming questions	* Writing / cashing checks "Opening an Account," Banking "How to use a checkbook," Banking Sums of money - CMI, 24-5 * "Buying and Selling," Career Developments
tag questions indirect speech - "The Great British Cuppa" "used to do" MAE, 168 comparatives - "Reprographics" OP, 17-8 "Value, Price and Efficiency" BC, 63-4 connectives	* comparing methods of transportation and rates "Containerisation," IE, 7-8 "Air Freight is Too Expensive - or is it?" IE, 9-10 reading graphs Taking notes Making oral and written presentations
Roman numerals years, centuries, dates 2-word verbs	* Understanding insurance vocabulary and procedures * Sorting and handling correspondance relating to an insurance transaction - "Banking and Insurance," CD, 45-51 * Parts of a telex "Trade Fairs," IE, 19-20 * Role play: Brokering and Underwriting

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Month A	Month B	Month C	Classes / Hours	Text Unit	Business Content	Vocabulary
4	7		9/27	5	Sales Documentation	context
			CONSOLIDATION UNIT A TEST			
5	7		9/27	6	Distribution	context
5	7			7	Foreign Exchange	

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Structure Focus + Reinforcement	Functional Focus + Supplementary
indirect speech "you" / "one" non-restrictive relative clauses past perfect tense	* Writing memos "Payment," NBM, 72-82 * Handling orders and invoices "Dealing with Orders," CD, 58-9 "Dealing with Forms," CD, 70-83 * Handling Sales and transport documentation "Terms of Contract," IE, 15-6 "Bills of Lading," IE, 29-30 "Orders and Terms of Business," NBM, 52-61 "Terms of Business," IE, 21-2

CONSOLIDATION UNIT A TEST

Passive voice - "Containers," IE, 7-8 MAE, 98-9 Indirect speech: questions	* The work of a freight forwarder * The distribution of manufactured goods Making oral and written presentations
Present Real Conditional MAE, 160-1 "start doing" + verb pres. perf. progressive tense - MAE, 57	* Understanding economic terms, internatinal trade figures, balance of trade and payments, currency exchange "Exchange Rates," IE, 23-4 "Invisible Trade," IE, 37-8 "World Trade," IE, 39-40 "Foreign Exchange," Banking, 21-2 Currency exchange CMI, 32 * Reading graphs, charts Making oral presentations

Month A	Month B	Month C	Classes / Hours	Text Unit	Business Content	Vocabulary
5	8			8	Borrowing Money	
6	8		5/15	9	Computerized Accounts	
6	9			10	Types of Businesses	

CONSOLIDATION UNIT B TEST

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Structure Focus + Reinforcement	Functional Focus + Supplementary
Comparisons in the negative math calculations article usage	* Learning vocabulary of borrowing money "In the Red," Banking, 11-12 "Borrowing Money," Banking, 15-16 * Handling documentation for loans and overdrafts * Applying for and using credit cards "Credit Cards," Banking, 13-14 "Ordering Travellers Checks and Foreign Currency," Banking 23-4 Taking notes Making oral and written presentations Reading bank statements
passive (review) "going to do" "was going to do"	* Working with accounting procedures "Accounting," Business Concepts For English Practice, 93-113 "The Accounts Department," OP, 35-6 "Petty Cash," OP, 25-6 * Working with a computer program "Data Processing," Business Concepts for English Practice, 71-92 * Comparing standard phrases in telexes, phone conversations and formal business letters
"must" / "can" unreal conditional	* Expressing percentages and fractions * Talking about types of business "Running a business," Banking 19-20 * Taking notes * Describing graphs Role Play: Speculating

CONSOLIDATION UNIT B TEST

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Month A	Month B	Month C	Classes / Hours	Text Unit	Business Content	Vocabulary
7	9		9/27	11	Air Freight	
7	9			12	Import Regulations	
7	10			13	Quotations	
8	10		6/18	14	Seafreight	
8	11			15	Letters of Credit	
			CONSOLIDATION UNIT C - REVIEW - TEST			
10	10		5/15		Special Course	
11	11		5/15		Special Course or Option 3	
			End of Year One		**Graduation: Class A**	

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Structure Focus + Reinforcement	Functional Focus + Supplementary
deduction: "might be" / "can't be" / "must be"	Phone arrangements for airfreight consignment An airway bill Telex abbreviations Writing telexes
Restrictive relative clauses Obligation: "must" / "have to" / "must not" / "don't have to " - MAE, 104 "to have something done" conditionals (review)	* Import regulations * Customs documentation "Bills of Lading," NBM, 32-44 "Import/Export Transactions," NBM "Terms of Contract," IE, 15-16 * Roleplay: Trade negotiations "Deciding Company Policy," BC, 59-60
deduction: Can't have been / must have been modal review: "Company rules and Regulations," BC, 37-9 "Delivery Dates," BC, 68-9	* Pricing and giving quotations for export consignments "The Export Market," CBS I 76-88 "An Export Agency Contract," CBS III 55-64 "Export Problems," CBS III 71-80
Review: pres. progressive simple past defining	Seafreight procedures A bill of lading A bill of exchange Negotiability and discounting "Shipping Timetables," IE, 13-4
Unreal past conditional "either," "neither," "both," "and so is," "and so does"	Letters of Credit, IE, 25-8 "Dealing with International Payments," CD, 100-115 "Exchange Rates," IE, 23-4

CONSOLIDATION UNIT C - REVIEW - TEST

"Making Sales Presentations in English"

"Understanding Contracts and Negotiating in English"

"Participating in International Seminars and Conferences"

End of Year One **Graduation: Class A**

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V. STAFF

A. Selection

Critical to the effectiveness of any training program is its instructional staff. This is even more true in an environment such as the EBPP's where participants work all day at very demanding jobs and then attend class at night with neither release time nor other compensation. It is only their motivation that maintains their interest and spurs their learning. Maintaining motivation through specialized materials, a speed of instruction paced to the language learning capabilities of the students, and classroom interaction which enhances learning is the challenge that the classroom instructor faces and must be competent to handle. As had been foreseen by the feasibility study, identifying and securing well-trained teaching staff for the EBPP who were not already heavily committed elsewhere in Nouakchott proved a formidable task. The first four weeks of the consultancy were largely devoted to this effort.

Andrew Gilboy, Chief of the USAID/ Mauritania Human Resources Office and architect of this project, arranged initial meetings for the consultant with three expatriate English language teaching professionals in Nouakchott. From this point, she developed a network which soon encompassed all English language teaching supervisors and master teachers in town. Through subsequent interviews with them, the consultant built a list of potential instructors with an informal assessment of their skills, teaching schedules and future plans.

Through the cooperation of Ms. Ellen Dessourd, Fulbright Professor of English Teaching Methodology at the Ecole Normale Superieure and Director of the U.S. Embassy English Language Program (ELP), the consultant was able to observe teachers and student interns in each of those programs. The instructor of in-house language classes at the USAID was also observed, and a large group of university graduates with B.A.'s in English but no teacher training qualifications was informally evaluated.

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From the classroom observations and personal interviews which followed, the consultant drew up a list of potential instructors for the program. Applicants from other African nations and an Eastern bloc country, though qualified by education and experience were not included. The following selection criteria were employed in establishing the list of potential teachers:

English language teacher training abroad (for Mauritanians)
English language teaching experience
Native speaker of English
Experience in teaching English for a specific purpose
Sufficient flexibility to commit full time to teaching in the EBPP with concomitant materials production responsibilities

It should be noted that the management of the CGEM had indicated that as so often is the case, a native English language speaker would have greater credibility than would a Mauritanian instructor even if the latter had had more teacher training and experience in teaching English as a Second Language.

B. **Present Staff**

By the end of Month 1, two Americans and one British instructor had accepted positions in the EBPP. However, the two Americans were subsequently offered full-time positions with the U.S. Embassy and were no longer available to the EBPP. Thus, the first staff was comprised of the following instructors with experience teaching English in Nouakchott:

Mrs. Patricia A. Johnson	Bachelor of Arts, English Master of Arts in Linguistics The American University Washington, DC USA
Mrs. Penny Elghady	Bachelor of Arts (Honors) Durham University, England
Mr. George Tsikos	Bachelor of Science (Honors) Imperial College of Science and Technology, England Masters of Science, Queens University, Canada
Mr. Oumar Bouya Ba	DEUG, Ecole Normale Superieure Diploma in Teaching English as a Foreign Language, Moray House, Scotland

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A complete listing of all applicants who met the basic qualifications is on file with the Coordinator. Applicants were all interviewed and ranked for this list by the consultant with the intention that those at the top of the list would be given opportunities to substitute in the program, thus enabling the Coordinator to evaluate their effectiveness in the EBPP against the time when program expansion requires additional staff.

C. **Coordinator**

The Coordinator is central to the continuing success and development of the English for Business Professionals Program. It is the Coordinator who has the full-time responsibility for taff development, materials selection and production, testing, classroom observation, continuing needs assessment interviews with the private sector and interaction with the management of the CGEM, USAID and enterprises. In addition, the Coordinator teaches the advanced class. Identifying a person with the requisite skills and experience for this position and with the time to commit to it was one of the two overriding concerns of the consultant. (The other was ensuring the program's financial self-sustainability).

While giving an invitational lecture on English for Specific Purposes (ESP) to Peace Corps Teachers of English as a Foreign Language, the consultant learned that four volunteers wanted to teach in an ESP program. One, Ms. Lisa Mirande, has an MA in Applied Linguistics and had completed one year teaching English at the University of Nouakchott. After discussions and classroom observations, the consultant and the Human Resource Development Officer approached Peace Corps to request that through a cooperative USAID/CGEM/U.S. Peace Corps effort, Ms. Mirande be assigned as Coordinator, effective June 6, 1988. This was brought about and Ms. Mirande assumed this position as scheduled. (See VIII. The EBPP: A Peace Corps Site). Ms. Mirande brings to the position her professional

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skills, her knowledge of the language teaching situation in Mauritania and an appreciation of Mauritanian society acquired through her experience in-country.

Coordinator of the English for Business Professionals Program is Ms. Mirande's full-time assignment through September 1989.

VI. TEACHER TRAINING

All instructors and interns observed, the entire graduating class of teachers from the ENS and university graduates teaching English in lycees in Nouakchott were invited to participate in the pre-service teacher training sessions outlined below. Class size for the pre-service sessions varied from 4-18, including two Peace Corps Volunteers.

Of note is the fact that a British Council consultant on English for Science and Technology was in Nouakchott in March conducting workshops for the English teaching staff of the Institut Superieur Scientifique. While this delayed the start-up of teacher training for the EBPP, it provided an opportunity for all interested in English for Specific Purposes to inform themselves in the breadth of this field and to form a cohesive body of ESP'ers for future work together. This identification of themselves as a special interest group and the sharing of learning in this period augurs well for their future mutual assistance regardless of the specific domain in which they are teaching English. This is of particular significance given that there is neither a USIS nor a British Council English Language Teaching Officer in Nouakchott. (See Section IX., Recommendations for Continuing Implementation for further suggestions in this vein.)

Schedule of Teacher Training Sessions

A. Pre-Service Training (March 1-29, 1988)

Introduction: EBPP Development, Participants, Objectives and Course Materials.

Adult Learning Theory

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Motivation and Affective Variables in Second Language Learning and Teaching

History and Principles of English for Specific Purposes

Familiarization with Prepared Course Materials

B. In-Service Training (April-June 1988)

An Overview of Selected Language Teaching Approaches with Relevance to the EBPP Environment

Needs Analysis and Syllabus Design

Communicative Language Teaching Methodology

Teaching Grammar: Form, Function and Technique

Techniques in Teaching Reading Comprehension and Vocabulary Acquisition

Adapting and Writing Language Lessons

Testing Communicative Performance

Visits to Workplaces

VII. THE RESOURCE CENTER

A Resource Center has been established as part of the EBPP. Housed at the CGEM, the Resource Center consists of all course materials, printed, audio and video, journals of interest to business professionals and the audio and video equipment for students to copy materials for home use.

There are also several resource texts and journals for the instructors' professional development. Those listed below are also supplemented by the collection of over 100 volumes on linguistics, language teaching and English for Specific Purposes in the Institut Superieur Scientifique's library. The Chair of the English Department there has invited the EBPP instructors to use this library.

The purpose of the Resource Center is to provide out-of-class opportunities for students to use the reinforcement and supplementary materials housed in the Center and to take advantage of the availability of the Coordinator for indi-

vidualized instruction, particularly related to documents or other situational language problems from their workplaces.

Students can come to the Resource Center, listen to language tapes or watch video language lessons, do the accompanying written work and submit it to the instructor. In this way the Center is particularly useful to those who must be absent for a few days and need to make up work missed. Students are cautioned, however, that such self-study cannot substitute for the classroom learning that takes place over a long period.

It is envisaged that the EBPP Resource Center will become the focus for the growing number of teachers of English for Specific Purposes in Nouakchott.

An inventory of materials available in the Resource Center follows.

A. **Core Texts**

We Mean Business, (Normal and Melville), Longmans 1987
ISBN 0582 51545 9

We're in Business, (Norman), Longmans 1987
ISBN 0582 74873 9

B. **Supplementary Texts**

1. **Focus on oral-aural skills**

Count Me In: Understanding Numbers in English, (Norman), Longmans 1 ISBN 0582 74855 0

Language from Nine to Five: Developing Business Communication Skills, (Reitman), Prentice-Hall 1985 ISBN 0 13 523051 9

Fluency Squares for Business and Technology, (Knowles and Sasaki), Regents 1981 ISBN 88234 429

Telephoning, (Bruce), Longmans 1987 ISBN 0582 85265

Meetings and Discussions, (O'Driscoll), Longmans 1987 ISBN 0582 85259 5

Socializing, (Ellis and O'Driscoll), Longmans 1987 ISBN 0582 85259 5

2. **Focus on reading and vocabulary skills**

Import Export, (Hollet), Longmans 1982 ISBN 0 582 74850 X

Banking, (Rushton and Hopwood), Longmans 1985 ISBN 0 582 74858 5

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Office Practice, (Norman), Longmans 1988 ISBN 0 582 74844 5

The Vital Order, (Blundell), Longmans 1986 ISBN 0 582 85244 7

Longmans' Concise Dictionary of Business English, (Adam), Longmans 1985 ISBN 0582 84221 2

3. **Structure exercises**

Mastering American English, (Taylor), McGraw-Hill 1956 ISBN 07 062942

4. **Authentic Materials**

Business America: The Magazine of International Trade published bi-weekly by the U.S. Dept. of Commerce

Businessweek

Wall Street Journal

Discourse items from each participants workplace

C. **Resource Texts**

1. **Focus on writing skills**

Worksheet: A Business-based Writing and Grammar Guide, (Webb, Hirsch, et al), Prentice-Hall 1987 ISBN 013 965393 7

New Business Matters, (McKellen and Spooner), Pergamon 1984 ISBN 06 031543 7

Business Reports in English, (Comfort, et al), Cambridge 1984 ISBN 0521 27294 7

A Handbook of Commercial Correspondence, (Ashley), Oxford 1984 ISBN 019 442127 9

Writing Letters, (Burton), Longmans 1987 ISBN 0582 25054 4

2. **Focus on oral-aural skills**

Business Contacts: Materials for Developing Speaking and Listening Skills, (Brieger and Comfort), Prentice-Hall 1987 ISBN 013 093311 2

Business in English: A Communicative Skills Approach, (Hackikyan and Gill), Regents 1980 ISBN 0 88345 369

Business Listening Tasks, (Hanks and Corbett), Cambridge 1986 ISBN 0521 27327 7

Improving Aural Comprehension, (Morley), University of Michigan Press 1987 ISBN 0472 08665 0 and 08669

3. **Focus on reading and vocabulary skills**

Business Concepts for English, (Dowling and McDougal), Newbury House 1982 ISBN 088 377 240 X

Import Export, (Robinson), Cassell 1982 ISBN 0 304 30411 5

Language of International Finance in English: Money and Banking, (Oppenheim), Regents 1976 ISBN 0 888345 272 3

Language of Marketing in English, (Murphy), Regents 1981 ISBN 088 345 352 5

Language of International Trade in English, (Mohr), Regents 1978 ISBN 088345 305 3

English for International Conferences, (Fitzpatrick), Prentice-Hall 1987 ISBN 3 528 05615 0

English for Negotiating, (Brims), Pergamon 1982 ISBN 08 030470

4. **Integrated texts**

The Countrybar Story, Bks 1, 2, 3, (Norman and Hufton, Nelson 1987 ISBN 17 555 436 6

5. **Structure exercises**

Mastering American English, (Taylor), McGraw-Hill 1956 ISBN 07 062942

6. **Authentic Materials**

Business America: The Magazine of International Trade published bi-weekly by the U.S. Dept. of Commerce

Businessweek

Wall Street Journal

Discourse items from each participants workplace

B. **Professional Development Materials**

Chastain, K. Toward a Philosophy of Second Language Learning and Teaching (Heinle and Heinle) 1980

Clark, R. Language Teaching Techniques (Pro Lingua Associates) 1987

Experiment in International Living, Teaching Teachers: an Introduction to Teacher Training and Supervision 1985

_____, Opening Lines 1983

Finocchiaro, M. ESL: From Theory to Practice (Regents) 1964

Forum: The Art of TESOL, Vols. 1 and 2 (USIS) 1975

Garfinckel, A. Designs for Foreign Language Teacher Education (Newbury House) 1976

Harris,D. Testing English as Foreign Language (McGraw-Hill) 1969

Ilyin, D. Classroom Practices in Adult ESL (TESOL) 1978

International Monetary Fund, Glossary of Business, Economics and Finance Terms (IMF) 1986

Krashen, S. Second Language Acquisition and Second Language Learning (Pergamon) 1981

Krowitz, M. J. English for Professionals: A Teacher's Perspective (USIS) 1977

Larsen-Freeman, D. Techniques and Principles in Language Teaching (Oxford) 1986

Peace Corps, ESP: Teaching English for Specific Purposes (Peace Corps Information Collection and Exchange) 1986

Rivers, W. and Temperly, A Practical Guide to the Teaching of English, (Oxford) 1978

Stevick, E. Teaching and Learning Languages (Cambridge) 1982

_____, Writing and Adapting Language Lessons, (Foreign Service Institute) 1971

_____, A Workbook in Language Teaching, (Abingdon Press) 1963

VIII. THE EBPP: A PEACE CORPS SITE

The most significant development in the establishment of the EBPP is the commitment of Peace Corps, Mauritania to designate the EBPP as a Peace Corps site. As mentioned above (See Section V., Staff), a Peace Corps Volunteer replaced the consultant as Coordinator. Another Volunteer, who has recently completed a two-year teaching assignment at the secondary school level in Mauritania and who is now attending an English for Specific Purposes course in Morocco, will join the staff in October.

Such cooperation between two U.S. agencies in the delivery of technical assistance represents the commitment of both agencies to the develop-

ment of the private sector in addition to other sectors to which they more traditionally address themselves. Further, it underlines the cooperation between all elements of the U.S.Mission to Mauritania in overall development assistance. In strictly monetary terms, the assignment of these two instructors equals a "donation" of $34,000 from Peace Corps for their support (training, medical, transportation, housing, readjustment, living allowance, etc). On a more profound level, this cooperation assures a continuing U.S. presence at the helm of and within the teaching staff. It increases access to US-based resources for the continuing development of the program through continued linkage with USAID and future approaches to USIA and U.S. universities.

The CGEM's invitation to Peace Corps to assign Volunteers to the EBPP offers Peace Corps a direct link to various enterprises in the private sector through which Peace Corps can continue its recently- mandated outreach to this sector.

Accomplishment of this joint effort is due to Mr. Davis Gressley, Director, U.S. Peace Corps and Linda Cobey, Health and Education Officer. It is through their receptivity to this new venture in Peace Corps assistance to the private sector, their insights on how to effect it and their commitment to providing professionally rewarding assignments for the Volunteers, that this cooperation, fruitful for all, came about.

IX. RECOMMENDATIONS FOR CONTINUING IMPLEMENTATION OF THE EBPP

A. Academic

1. The English for Business Professionals Program will have the most impact in assisting private sector development in Mauritania insofar as it is targeted to the middle- and upper-managers of enterprises and development banks. <u>It is</u>

recommended, therefore, that the program be designed for and limited to persons fitting the following profile:

- studied English 3 years at the lycee level
- need English in their present positions
- can read and write French
- will commit 6 hours per week to class

2. It is recommended that, as the program expands, the Coordinator divide classes according to employment domains as well as to proficiency. Thus, the EBPP might have a class of low-intermediate learners from the banking industry and another at the same level composed of importers. Materials should be selected and/or written according to these separate needs.

3. It is recommended that the Coordinator provide monthly progress reports (Good / Satisfactory / Poor) along with attendance to employers.

4. Motivation to attend classes three nights per week for a year will be difficult to maintain without visible support from the workplace for which the language skills are being acquired. It is recommended, therefore, that the Secretary-General of the CGEM encourage employers to grant one hour release time per hour of personal time each participant is devoting to this year-long course.

5. Program participants frequently have English language documents to respond to which their language skills are not yet adequate to cope with. It is recommended, therefore, that a "Workshop" be held in the Resource Center twice a week before class. During this time the EBPP Coordinator will assist individual students with work-related language problems.

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6. Participants are often away on business and miss classes. In order to catch up with class and maintain their pace of learning, they need access to materials and instruction they missed. It is recommended that the Resource Center be open to all students one hour before class on all class days to enable them to use and to copy published and audio materials.

7. To expose students to real English language use through discussions with English-speaking businessmen, it is recommended that the Coordinator solicit and maintain a guest speaker file on business and banking topics. One source would be the commercial officers of embassies and international organizations for contact with English-speakers doing business in Mauritania.

8. Language learning is facilitated when there is a community of language learners and when there are a variety of opportunities within which the learners can acquire the language. Yet, Nouakchott is the antithesis of an English language-rich environment. Therefore, it is recommended that EBPP participants be encouraged to join the University of Nouakchott English Club to participate in their film showings and other activities.

9. Relatedly, it is recommended that the EBPP offer monthly VCR viewings of general interest films for EBPP participants outside of class hours.

10. To maintain contact with students' supervisors, to evaluate students' progress using English in the workplace and to stay abreast of changing private sector needs, it is recom-

mended that the Coordinator and instructors continue visits to students' workplaces at least twice per term.

B. Staff Development

To assist EBPP instructors present and prospective in increasing their skill in the methodology of teaching English for specific purposes, it is recommended that the Coordinator:

1. Seek instructors who can commit fulltime to the EBPP.

2. Establish a monthly meeting of all ESP teachers in Nouakchott with the EBPP as host.

3. Subscribe to: "TESOL Quarterly," published by Teachers of English to Speakers of Other Languages, Washington, D.C. and "The ESP Journal," published by The American University and Pergamon Press.

4. Establish contact with U.S. Information Service Centers in neighboring countries for donations of ELT materials and to have Nouakchott included on the tours of travelling ELT methodology specialists.

C. Administrative/Budgetary

To ensure that the EBPP reaches out to all the private sector and that it becomes increasingly self-sustaining permitting the replacement of materials, addition of staff and, perhaps, rental of classroom space, it is recommended that the following steps be taken by the management of the CGEM and the EBPP Coordinator:

1. Double program enrollment in October, 1988, making full use of availability of Peace Corps Volunteers trained in English for Specific Purposes and with English Language teaching experience.

2. Focus on middle and upper level management of enterprises and banks for program expansion.

3. Send a brochure in French describing the program and timetable, payment schedule and time com-mitment required to all adherents of the CGEM and, with the concurrence of the

Secretary General of the CGEM, other enterprises and international organizations. Follow up with visits to larger enterprises; require that "Request for Enrollment" to be sent to CGEM by August 15 to facilitate materials procurement, staffing plans and placement interviewing.

4. Require a commitment from sponsor or self-paying student of the full six-month semester fee tuition, payable, if necessary, in two installments.

5. Require that students purchase their own texts; this investment increases student motivation and saves the EBPP money.

6. Maintain tuition fees and instructor compensation parallel to those of the U.S. Embassy English Language Program. In conjunction with administrators of other English language programs, establish a salary scale for new through senior teachers.

X. PROPOSED SCOPE OF WORK FOR PHASE III CONSULTANCY

As Year One of the English for Business Professionals Program draws to a close, there will be a need for a Phase III Consultancy to perform the tasks outlined below. This consultancy should be conducted February or March 1989.

1. Evaluate the following elements of the first year of the EBPP:
   - participants' structural and functional language proficiency and achievement

   - effectiveness of the syllabus design and of the core and supplementary materials in meeting participants' language needs

   - instructional staff growth in language teaching methodology, materials development and testing in English for Specific Purposes.

2. Obtain private sector assessment of Year One of the EBPP and indications based on private sector needs, for its future direction.

3. Adjust syllabus design and materials in response to above as needed.

4. Select additional staff and conduct pre-service training.

5. Initiate discussion of Coordinator to assume respon-sibilities Fall 1989.

6. Review joint USAID/ Peace Corps/ CGEM cooperation in regard to the future staffing and management of the EBPP.

7. Explore desirability and feasibility of including members of international organizations working in Mauritania in the EBBP.

8. Assess the need for and feasibility of establishing an EBPP in Nouadibhou and design the program following the Nouakchott model.

9. Conduct short courses (5 days, 3 hours per day) on "Making Sales Presentations in English," "English for Negotiating," and "English for International Conferences." These workshops to be open to advanced EBPP students and to others in the business community at the discretion of the CGEM management and USAID.

10. Report design and logistics of short-term internships under auspices of Entrepreneurs International and conduct in-country orientation for participants.

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** A P P E N D I C E S **

Appendix A
Schedule of Activities
English Language Teaching Consultancy
to the Confederation Generale des Employeurs de Mauritanie
for USAID Mission, Nouakchott, Mauritania
February 15, 1988 - June 9, 1988

February 15 - March 15, 1988

Consultations with prominent members of the English Language Teaching community:

Madame Ba, Directrice, Institut Superieur Scientifique (ISS)
Mr. Ousmane Sagna, Chair, English Department, ISS
Ms. Ellen Dessourd, Fulbright Professor of Methodology, Ecole Normale Superieure (ENS), and Director, U.S. Embassy English Language Program
Ms. Peggy Call, Instructor, ENS

Presentation in French of goals, objectives and implementation of the English for Business Professionals Program to management of enterprises and international banks.

Individual interviews with potential participants

Classroom observations and interviews with teacher applicants

Participation in British Council-sponsored English for Science and Technology Workshop

Review, selection and ordering of texts

March 15 - March 31, 1988

Pre-service teacher training sessions

Delivery of two Peace Corps English Language Training Workshops

April, 1988

Month 1, Intensive Period of EBPP; 15 hours per week of classroom teaching

In-service teacher training session

Negotiations with Peace Corps regarding the designation of the EBPP as a Peace Corps site for two Peace Corps Volunteers

May 15 - June 9, 1988

Continuing syllabus design

ID-il-Fitr holidays, Africa Day Holiday, Mauritanian holiday - no classes

Agreement formalized between USAID, US Peace Corps and CGFM for placement of one Peace Corps Volunteer as Coordinator, EBPP, effective 6/10/88, and one as full-time instructor in the EBPP, effective 9/1/88.

In-service teacher training

Establishment of Resource Center

Juror, Thesis Defense, & two graduates of ENS

Visits to workplaces

Exploratory discussion with Entrepreneurs International (in Washington, DC)

Request to United States Information Agency for donation of teacher training and other video material to the EBPP (in Washington)

Appendix B

Interview date: _____
Interviewer: _____
Class placement: _____

Student Questionnaire

Name

Company

Company address:
post office box
telephone number

Home telephone:

What languages do you speak?
write?
read?

What is the last school you attended?

When did you leave that school?

Have you ever studied abroad?

What was your major field of study?

Where did you study?

How long?

What previous English courses have you had?

When?

Where?

How many hours per week?

On your job, what do you need English for now?

What do you think you may need English for within the next two years?

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Do you send or receive the following in English:

telephone conversations from clients

business letters

telexes

consignment documents

contracts

announcements

proposals

orders

requests for information

What conference seminars have you attended in English?

Do you receive businessmen who speak only English?

Do you read business articles in English?

What is your daily work schedule?

Will you commit 15 hours for 4 weeks for the intensive period of this course in order to get a firm base in English?

Can you continue to study 3 nights per week, 2 hours per class for one year (except during Ramadan and September when there will be no class)?

In the space provided, please give directions to your place of work. Start from the intersection of Gamal Abdel Nasser and Charles de Gualle.

NOTE: This Individual Needs Assessment Survey instrument and student profile is intended to be discussed orally, in French, by the Coordinator with each potential student.

Appendix C

GENERAL INFORMATION
ENGLISH FOR BUSINESS PROFESSIONAL PROGRAM
CONFEDERATION GENERAL D'EMPLOYEURS MAURITANIANS

Course Goals :

Mauritanian professionals in the fields of finance and commerce have increasingly felt the need for the ability to function in English with their clients and suppliers world-wide. Thus, the goal of the EBPP is to help adherents of the CGEM acquire this necessary competence to communicate effectively in English.

INSTRUCTORS :

Mrs. Penny Elghady	Bachelor of Arts (Honors), Durham University England
Mr. George Isikos	Bachelor of Science, (Honors), Imperial College of Science and Technology England Masters of Science, Queens University Canada
Mr. Oumar Bouya Ba	DEUG, Ecole Normale Supérieure Diploma in Teaching English as a Foreign Language, Moray House, Scotland

Program Directrice :

Mrs. Patricia A. Johnson,	Bachelor of Arts, English Master of Arts in Linguistics The American University Washington, DC USA

Program Sponsors :

Mr. Mohamed Aly, Secretary - General, CGEM

Mr. Andrew Gilboy, Human Resources Development Officer (USAID)

Timetable : Intensive period
March 29 - April 17.
Daily Classes Saturday through Wednesday 5-8pm.

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Program Texts :

Core texts : We Mean Business by Susan Norman. (Longman, 1987)

We're in Business by Susan Norman. (Longman, 1987)

Supplementary Materials

Writing Letters, by S. H. Burton (Longman, 1987)

A Handbook of Commercial Correspondence by A. Ashley (Oxford University Press, 1987)

The Vital Order, The Company Name and the Missing File by Jim Blundell (Longman, 1986)

Banking, by L Rushton and T. Hapwood (Longman,)

Import Export by V. Hollett (Longman,)

Telephoning by K. Bruce (Longman, 1987)

Socializing by M. Ellis and N. O'Duscall,

(Longman 1987.

Longman Dictionary of Business English by J. H. Adam

(Longman, 1987).

Appendix D
Application for Teaching Position
English for Business Professionals Program
Confederation Generale des Employeurs de Mauritanie

I. Personal Data

NAME:_____
Last Name First Name

ADDRESS:_____PO Box:_____

PHONE: (Office):_____ (Home):_____

LANGUAGES: SPEAK READ WRITE

II. Present Teaching Schedule

SCHOOL:_____

SUBJECT/LEVELS:_____

SUPERVISOR:_____ TEL. #_____

DAILY/WEEKLY SCHEDULE:_____

RATE OF PAY:_____

III. English for Specific Purposes Experience

TRAINING RECEIVED AT: _____

DATES:_____

DOMAIN (Medicine, Travel, etc):_____

TAUGHT AT:_____

DATES:_____

DOMAIN:_____

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IV. Other Teaching Experience

SCHOOL	SUBJECT	LEVEL	HRS/WEEK	RATE OF PAY

V. Educational Background

DATES	INSTITUTION	DEGREE/DIPLOMA	MAJOR FIELD

VI. References

NAME	POSITION	TELEPHONE #

Note: Applicants must include at least two references who can attest to their teaching qualifications.

Appendix E

Le 20 Mars 1988

Invitation to Teacher Training

Dear_____

The English for Business Program (EBP), organized by the Confédération Général des Employeurs de Mauritanie (CGEM) with a grant from USAID, will begin soon.

This course is designed to respond directly to the English Language needs of those involved in finance, import/export and other aspects of international commerce.

Several sessions of orientation to designing and implementing English for Specific Purposes courses, such as this program, are being offered to English teaching professionals in Nouakchott.

Experienced English teachers and fourth year E.N.S. teacher trainees are cordially invited to participate in the training sessions. The training schedule is attached.

The initial training sessions will take place at Projet des Ressources Humaines, ##48 rue de Tefrakzene. This villa is next to the EML school.

Patricia A. Johnson

Patricia A. Johnson
English Language Teaching Consultant
Program Director

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TEACHER TRAINING MODULES
ENGLISH FOR BUSINESS PROFESSIONALS PROGRAM
CONFEDERATION GENERAL D'EMPLOYEURS MAURITANIAN
NOUAKCHOTT, MAURITANIA

February - June 1988

I. Pre-Course Training

Adult Learning Theory
Second Language Acquisition
History and Principles of English for Specific Purposes (ESP)
Needs Analysis and ESP Course Design
Familiarization with Prepared Course Materials
The Lesson Plan.

II. In-Service Training

Overview of ELT Approaches
Basic ELT Methodology
Communicative Syllabus Design and Teaching
Teaching English to Arabic Speakers and Error Correction
Teaching Grammar: form, function and technique.
Techniques in Teaching Vocabulary
Teaching Listening Comprehension
Testing Communicative Performance
Evaluating Textbooks
ESP Materials Development.

V.19

TO : DAVID GRESSLEY, Director
U.S. Peace Corps, Mauritania

FROM : PATRICIA JOHNSON
English Language Teaching Specialist
E.I.L./USAID/CGEM

SUBJECT : Proposed Job Description for PCV assigned as Coordinator Instructor of the English for Business Professionals Program (EBPP) at the Confédération Générale d'Employeurs Mauritaniens (CGEM).

The EBPP Coordinator is an 18-hour per week position. The Coordinator reports directly to the Secretary-Général of the CGEM.

The Coordinator will be responsible for the overall management of the program, with specific duties as described below.

I. Program Management

1. Select, train and supervise teaching staff.

2. Conduct training sessions.

3. Assess students' linguistic and functional English language needs.

4. Refine syllabus design.

5. Adapt published materials to program.

6. Develop learning modules responding to needs.

7. Evaluate, select and procure supplementary program texts.

8. Provide reinforcement materials to instructors.

9. Inventory and order supplies.

10. Lead test design, administration and assessment of reselts.

II. Liaison with Mauritanian Private Sector.

1. Serve as liaison between EBPP and supervisors or other appropriate personnel of students' employing organizations.

.../...

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2. Publicize EBPP and secure new students following guidance of CGEM management.

3. Develop and deliverspecialized mini-courses to the private sector, as requested. (Reading Contracts, Making Presentations, etc).

4. Prepare proposals and budgets for the EBPP.

5. Assist enterprises in determining and projecting their need for employees proficient in English (which departments, which employees, which skills and to what proficiency level).

III. Teaching

Teach one section, 6 hours per week, with all classroom teacher responsibilities.

IV. Liaison with English Language Teaching Community

1. Establish and maintain close contact with appropriate persons in the education sector in Mauritania in order to maximize resources.

2. Establish contact with ESP units in neighboring countries and with USIS Regional English Language Teaching Officer in order to make possible potential assistance to EBPP as well as EBPP's assistance to other programs.

Appendix C

INSTRUCTOR RESPONSIBILITIES

1. Teach hours assigned at the time assigned. Each assignment is 6 classroom hours per week. It is assumed that instructors will be spending significant non-classroom hours on activities 2-8.

2. Attend and contribute to teacher's meetings as requested by EBPP Coordinator.

3. Prepare supplementary materials for class and program use.

4. Visit each of his students on the job once a month to observe needs, assess progress and counsel students.

5. Prepare class quizzes.

6. Participate in test and materials production.

7. Evaluate new textbooks for possible use in the program.

8. Assist with new course development, testing and public relations as requested by Coordinator.

NOTE :

It is currently envisaged that the EBPP will be in session March-August 31, 1988 and Oct 1, 1988 - March 31, 1989. The continuing calendar has net yet been fixed.

Appendix H

Sample letter sent to supervisors of persons applying for EBPP

April 19, 1988

Mme TOLBA
Directeur Administratif
Sociètè Mauritanienne de Banque

Nouakchott - (R.I.M.)

Cher Madame,

M. Lemine Ba de votre Banque, m'a dit qu'il voudrait suivre le cours d'anglais qui est offert aux hommes d'affaires mauritaniens par la Confédération Général d'Employeurs Mauritaniens (CGEM).

Ce cours a été dessiné afin de répondre aux besoins spéciaux des personnes travaillant en Commerce et Finance.

En ce moment il reste des places pour d'autres étudiants. Si vous êtes d'accord avec l'intention de M. Ba, vous devez vous adresser à M. Mohamed Aly, le Secrétaire Général de la CGEM afin d'inscrire M. Ba.

Si vous avez des questions concernant le cours, n'hésitez pas de me téléphoner au 519-68.

Veuillez agréer, Madame, l'expression de mes salutations distinguées.

Patricia Johnson

Patricia Johnson
Directrice du Programme

Appendix I
Draft: **CGEM/EBPP Teacher's Contract**

The following terms of contract are hereby agreed to between the Management of the CGEM and _____, instructor.

Instructor Responsibilities

1. Instructor will teach _____ sections.

2. Each section will meet 6 hours per week, unless the school is closed for any reason.

3. Instructors shall be responsible for the following:

   meeting each class at the regularly scheduled time and place

   participating in materials development and test production at the request of the Coordinator

   preparing classes, including duplication of supplementary materials

   visiting their students in their workplaces at the beginning and near the end of each semester

4. Instructors should take vacation (unpaid) during the program's hiatus in September, 1988 and April, 1989.

5. Instructors taking leave (unpaid) at other times must inform Coordinator at least one month in advance.

Terms

1. Instructors will be paid _____ U.M. per classroom hour.

2. Instructors will be paid within the first week of every month for work performed in the preceding month.

3. Instructors will be paid for official Mauritanian holidays which fall on their normally scheduled class days.

4. The EBPP calendar for Year One shall be April-August, 1988; September 1988 - March 31, 1989. There shall be no classes help September 1 - October 15, 1988.

5. Christmas and other such holidays and/or vacation periods will be granted at the discretion of the Management of the CGEM. These holidays will not be compensated.

6. The Program Coordinator will be responsible for finding substitute instructors.

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Sick Policy: If an instructor is unable to meet his/her class at any time, they must inform the coordinator 24 hours in advance so that a substitute can be located. In case of emergencies, the instructor him/herself would locate and brief the substitute. Substitutes must be selected from the list maintained by the Office.

Duration: This contract is valid for the period _____ to _____. It may be renewed at six-month intervals with the concurrence of the Coordinator and the Management of the CGEM.

Signed _____ Date_____
Instructor

for The Confederation Generale des Employeurs de Mauritanie

Signed _____ Date_____
Management, EBPP

Renewal Period:

Renewal Period:

Appendix J

Announcement of the Establishment of the English for Business Professionals Program

from The Cha'ab, April 2,1988

COMMUNIQUE

La CGEM a débuté aujourd'hui au siège de l'Organisation une formation en anglais qui durera 13 mois à raison de 3 heures par jour au profit d'une soixantaine de cadres et agents des sociétés privées et d'économie mixte.

Ces cours d'anglais sont organisés dans le cadre du programme de formation continue mis en place par l'Organisation Patronale au profit de ses adhérents.

Le Président
Sidi Mohamed
ABASS

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Appendix K

Mohamed Aly, Secretary-General of the CGEM looks at core texts with English Language Teaching Consultant Patricia Johnson.

Chekih Mustafa, Training Officer of U.S. Peace Corps, joins instructors Penny El-Ghady and George Tskikos and Ms. Johnson and Andrew Gilboy, Chief, Human Resources Development Office/USAID in displaying texts.

Consultant P. Johnson greets students at Convocation reception

The first instructors set off to class: Ms. El-Ghady, Ms. Johnson and Mr. Tsikos

Appendix L Letter of Appreciation

الاتحاد العام لأرباب العمل الموريتانيين

Confédération Générale des Employeurs de Mauritanie

B P. 363 - NOUAKCHOTT
Téléphone 521-60 - 533-01
519-90 - 533-43
Télex : 859 MTN

C. G. E. M.

صندوق البريد ٢٨٢
الهاتف: ٥٢١١٦٠ و ٥٣٣٠٠١ و ٥٢٢٠٤٣
تلكس: ٨٥٩ م ت ن

N. Ref 00114
V. Ref

Nouakchott, le 28 MAI 1988

/-) Madame Patrice JOHNSON

A l'occasion de votre départ de Mauritanie, je tiens à vous exprimer au nom de la C.G.E.M et des étudiants du cours d'anglais toutes mes félicitations pour l'excellent travail que vous avez réalisé. Le temps nous a fait defaut à cause de mon absence à la date de votre départ pour vous dire au revoir autrement que par cette lettre qui traduit l'estime et la considération que nous avons pour vous et que du reste vous avez largement merités.

J'espère que le travail que vous avez initié ici à la C.G.E.M se developpera et que prochainement nous aurons l'occasion de bénéficier encore de votre compétence, votre dynamisme et votre esprit d'entraide et d'initiative.

Veuillez agréer l'expression de mes sentiments distingués./-

LE SECRETAIRE GENERAL

MOHAMED ALY

TECHNICAL ASSISTANCE REPORT
USAID/PARAGUAY - REVIEW AND UPDATE OF ELT COMPONENT OF COUNTRY TRAINING PLAN

May, 1988

Prepared by ELT Specialist Bonnie Mennell

This report was produced under Contract No. DHR-0071-C-00-6010-00, Amendment 9 between the Partners for International Education and Training and the Agency for International Development.

for

United States Agency for International Development
Office of International Training
Washington, D.C.

Coordinated by

The Experiment in International Living

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They felt it was a valuable way to share, but felt they had not really known how to most effectively present their new ideas. This indicates that practical, hands-on training would need to be done for these individuals in teacher training (workshop) methodology before they could train other Paraguayan teachers in an in-country program. With such training they do have the experience, training and skills to effectively do such training. One individual (Nélida Ovelar Filizzola) seems skilled enough to do such training now based on her description of how she planned and conducted a workshop for APIP teachers.

About half of the teachers felt that a significant amount of valuable sharing has gone on informally in teacher's rooms and more formally in discussions in teacher's meetings. All are very eager and concerned about future opportunities to allow them to continue growing as teachers.

Employers (CCPA, Fisk, CAP, Video English) are also eager for such programs to continue for they have seen the positive impact on the individuals who went and how this has benefited the rest of their teachers and their students. They see the value to their institution's reputation to have U.S. trained teachers especially when they are non-native speakers of English. No such training opportunities exist in Paraguay and no other U.S. training of this kind is currently available to Paraguayans.

Particularly dramatic results are clear in the work Stael Ruffinelli de Ortiz has done in her school based on her studies in San Diego which includes:

- Newly written syllabi, exams, supplementary materials for each course

- Newly selected texts

- More work on writing added to courses

- A new culture component in each course

- New skills and effectiveness on her part in teacher training

She is currently working with Colegio San José to revamp and up-date its English program. Teachers from her school are teaching the classes. She has also begun teaching courses for the business community.

A second instance of dramatic results is the opening of a new school "Video-English" by participant Cristina Rickmann in partnership with Julie Pratten. She is very interested in bringing innovative methodologies to Paraguay, especially Suggestopedia which she was introduced to in San Diego.

The last dramatic result is the potential long-range effect of Pacita Peña's MA training on the overall quality of the CCPA's programs and its teaching staff and the profession in Paraguay. She has been in her position eleven months now and teachers have consistently commented positively on her work with them and the changes she has made in the center. She is very committed to professionalizing teaching in Paraguay and was the initiator of work needed to form a soon-to-be official TESOL Paraguay organization. This organization could play a key role in increasing professional and training opportunities for the more experienced and trained teachers in Paraguay. It could serve the same role for this group as the APIP organization serves for public secondary school English teachers.

III. THE CURRENT ELT CONTEXT IN PARAGUAY

In discussions on ELT in Paraguay over the three weeks of the Specialist's visit, the following factors were repeatedly mentioned (See Appendix 5 for a listing of institutions/organizations visited):

- the historic and current lack of a substantial English speaking population. Estimates of the current native English speaking population range from 500 to 1,000;

- the relative isolation of Paraguay;

- the lack of English language radio, television, newspapers;

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- the low, or non-existent English language proficiency level of public secondary school teachers.

- English is required only during the last three years of public secondary school, three 40-minute periods a week;

- public school English teaching is very low paying;

- the belief that English teaching in any context, private or public, cannot be a full time job if you want to make any money.

- no good ELT teacher training programs or institutions exist. (The Instituto Superior de Lenguas is no longer considered an effective program. Its original intent was to train English teachers for the public secondary school context. Less than 2% of its graduates ever teach in public schools. 60% of the students seek work in the commercial sector as secretaries and translators. 40% are interested in teaching in the private sector, often as a second job. Betty Schawartzman and Susan Spezzini feel the program is no longer serving teachers well and the future of the program probably lies in training for the commercial sector. It remains the only source of a diploma in English teaching.)

- In recent years, many new private language institutes have opened. None yet have the proven capabilities earned over the years that the CCPA and the CAP have.

- Many private secondary schools have started their own after-hours English classes to capitalize on the growing interest in English. Parents prefer to have their children stay at school. After the initial interest in such classes, students often return to the institute where they were studying because the school classes are not yet of the same quality as the more established institutions.

- A.P.I.P., the only professional English language teachers' organization is appropriate for public secondary school teachers only.

- A.P.I.P. and CCPA are the only sponsors of seminars open to all interested teachers.

- There are good English language programs in some of the private secondary schools such as Las Almenas, the American School, Colegio Internacional, San Andres, and interest in improving such programs in other private schools is increasing.

There is a good awareness of the reality of ELT in Paraguay among experienced teachers and an apparent concensus on the above factors. The same four schools are always mentioned in response to the questions, "What are the best private institutes in Asunción?". They are the CCPA, the CAP, Stael Ruffinelli de Ortiz English, and Fisk. They are most often mentioned in this order although CAP is sometimes listed first. Video English is mentioned as worth watching. It offered its first courses in May, 1988.

CCPA

There are numerous reasons for the CCPA's first place status even with the increased competition. (See Appendix 6 for a listing of the CCPA's current strengths, weaknesses, and possible future directions. These are based on observations and discussions with Emma Perasso, Director of the CCPA, and Pacita Peña, Director of Courses. All three listings have been discussed with both of them. Also included is a listing of specific classroom observation comments which were discussed with Pacita.) It remains the most appropriate possible location for any in-country teacher training program. It would be a natural move for an institution with its reputation, experience, and resources. It's a move that should be made in some small way even if AID does not proceed with Phase II of the CTP. Lack of staff and time and training are the obstacles.

Stael Ruffinelli de Ortiz English

This institute opened in 1986 and is strong and growing. It is particularly known for children's classes and is considered a school for the upper class. Currently it has 1000 students. (700 in the Institute, 300 in Colegio San Jose).

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CAP

The CAP has experienced a boom in the last six years. It went from 240 to 2,000 students at the present time. It is considered to have better texts than the CCPA; to be less well-supported, and therefore have fewer resources and cultural offerings than the CCPA; to have a strong bias toward native speakers which offends many Paraguayan teachers of English. At the same time this native-speaker capacity is viewed as something the CAP has which the CCPA does not. One of 35 teachers at the CCPA is a native speaker of English. Three of the 25 teachers at CAP are Paraguayan. CAP teachers are considered to be less well-trained than CCPA teachers. The CAP offers an English course at one-half tuition for A.P.I.P. public secondary school teachers on Saturdays.

FISK

Fisk opened six years ago and has a strong modern image in its building and its materials. It is one of 300 Fisk institutes, most of which are located in Brazil. Its director is an experienced language teacher and she is sharp and effective as a director. It has a dedicated and enthusiastic staff, which in fact all four top institutes have. The approach and materials used are strong on grammar and weak on communicative aspects. Students often go elsewhere for advanced level courses in order to work on communicative skills.

Many other language institutes exist and it is likely others will appear as the market increases and some schools fail. The morning and afternoon papers during a one-week period contained advertisements for the following:

- American Language Center
- 1-12 International
- Toil and Chat
- Instituto Americano
- Academia de la Manzanita - Apple English

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INSTITUTE OUTSIDE ASUNCIÓN

At the time the CTP was written in 1986, no significantly effective or large scale language teaching was considered to be going on outside Asuncion. The CCPA very effectively and graciously helped me at the request of Julio Basualdo, Training Officer/AID/Paraguay, to identify institutes to visit and to set up a schedule of visits in Encarnación, Stroessner, and Villarrica. With Pacita Peña, I visited the institutes listed in Appendix 5. My findings especially concerning the newer CCPAs in these towns were discussed with Emma Perasso.

There is considerable interest in English for commercial and technical purposes in Stroessner and Encarnación. In Villarrica, Lidia Sarubi has made a dramatic positive impression through her classes for children. See Appendix 8 for a list of support training needs and issues identified on these visits which could be met through USIA/AID cooperation under Phase I and II training. If a second short term group is sent to the U.S., invitations to apply should be sent to the institutions, listed in Appendix 5, in these towns. It is likely, however, that language levels and/or experience and previous training would make most of them weak candidates for such advanced training. These individuals would be best served by a CCPA Asunción based training program or an outreach training program in their towns.

The following chart outlines the categories of English teachers found in Paraguay and the training resources currently available to them.

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CATEGORIES OF ENGLISH TEACHERS/TRAINING RESOURCES

Category of Teacher	Training Resources
1. Public Secondary School	- Ana Mannarini - Their champion as longtime president of APID - APIP monthly meetings held at the CAP - APIP December 2-week seminar held at CCPA - 10 Scholarships for language study each year at the CCPA (offered through the Ministry of Education) - USIS materials - Forum - Instituto Superior de Lenguas - The recently begun British-Paraguayan project
2. University Faculty	- Fulbright scholarships - CCPA Seminars
3. Private Insitute	- Training by employing institute. - Instituto Superior de Lenguas - CCPA Seminars - USIS materials - Forum Sometimes: - USIA/AID support for attendance at BNC meetings in other countries/TESOL Convention (usually limited to BNC director positions) - USIS Visitors Programs - Linda Sarubi is receiving some support for an upcoming trip. With AID CTP Phase I and Phase II: - Short term training in U.S. - Support for MA (one more person) - In-Country Training Program at CCPA
4. Private Elementary and Secondary Schools	- These teachers, depending on their language ability experience and place of employment, use resources of categories 1 or 3

With the recent signing of the joint British-Paraguayan 4-year project (see Appendix 7), the public secondary school English teacher has a seeming abundance of training resources from small to large scale. Rosemary Leverit is cautious but excited about the potential impact of the project. She would be interested in exploring ways any AID/Paraguay-supported training in the private sector could cooperate with the work being done by her project. She will become a wealth of information on the public secondary sector.

The AID training opportunities envisioned in the CTP are the only substantial professional training resources for the private institute teacher.

IV. RECOMMENDATIONS FOR FUTURE UPGRADING OF ELT IN PARAGUAY

There is clearly a great need for AID-supported English language teacher training in Paraguay. Continuing to train promising people active in and committed to teaching as a profession will have the greatest impact on professionalizing language teaching and will have the largest multiplier effect if a well-structured in-country teacher training program is in place at the BNC at the end of the 1986-90 CTP period. Such a training program will continue to provide training for new teachers and professional challenge and training for the more experienced and trained teachers who work on its staff. It is appropriate for this training to be primarily focused on the private sector, for two reasons: (1) This is the sector where the most rapid and significant upgrading can take place; (2) The British-Paraguay project is an extensive, well-designed project focused exclusively on the public secondary school sector.

OPTION A

It is recommended that AID proceed with the original scope of its CTP for 1986-90. This is option A. The number of participants and the scope of the in-country training can be modified for lower levels of funding. A scaled-down pilot in-country teacher training program is vastly preferable to none at all because, as mentioned previously, it would provide a model that could be continued (independent of funding) by the BNC.

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Send a second group of 8-13 teachers to the U.S. for short term training with an in-country follow-up component. (An interesting option to consider is sending a group to the Guatemala BNC teacher training program if it is still being offered and is still of high quality. Three years ago this was a well designed and taught program that would serve newer teachers quite well.) Request that the contractor (LASPAU or other) seek competitive bids. The San Diego Institute per participant costs were high, especially considering participants paid their own travel costs. Select participants from a variety of institutions both in Asunción and the interior if possible. This training could be structured in two ways depending on the language proficiency levels and experience training backgrounds of the participants. (See comments on future institutions in Appendix 4.)

1. Advanced ESL classes in the mornings with Methodology/Practice Teaching/Teacher Training in the afternoons.

2. Institute similar to San Diego.

This institute could be scheduled for Dec.-Feb., 1988-89. Time is probably too short to arrange it for July, 1988.

Discuss with the BNC their interest, ability, needs in offering an in-country teacher training program. Include discussion on involvement of key people from other institutions and the possibility, feasibility, desirability of having the Instituto Superior de Lenguas involved so certificates can be issued jointly. Betty Schawartzman discussed this as a possibility.

As part of the in-country component request the technical assistance of a consultant to work with the BNC to design and initiate the in-country teacher training program, the consultant would need to train projected staff in teacher training (workshop) methodology. This is essential to the success of such a program. The lecture-only format is predominant here.

Preliminary ideas for such a program include three tracks. (These ideas grew out of several discussions with Pacita Peña and numerous discussions and observations of teachers.)

1. CCPA Asunción based program for newer teachers needing advanced language study which would consist of:

   - attendance in two or three advanced language classes
   - observation of beginning and intermediate classes
   - readings
   - a weekly discussion seminar drawing on their study, observation and reading conducted by a more experienced teacher (a returned San Diego participant)
   - work as a teacher's aide
   - follow-up on-site observations and training in their classes by the seminar leader.

   This program could serve the more fluent but inexperienced teacher with the elimination of class attendance.

2. CCPA Asunción based one to four week teacher training program for more experienced teachers with good language skills. Careful curriculum design and staffing needed. Include on-site observation and training in teachers' classrooms as follow-up.

3. Encarnación, Stroessner, Villarrica based one or two week teacher training program offering a modified version of the CCPA Asunción program. Include on-site observation and classroom training.

Track one is the least costly and the easiest to initiate. The cost of all tracks would be decreased by eliminating the on-site observation and classroom training, yet this is a component crucial to the effectiveness of the training. It is also the component most demanding of skill and training on the part of the program staff.

AID would fund the consultant, CCPA staff time, staff time of trainers from other institutions; materials, fees and living expenses/travel (if

needed) of participants. Costs could be decreased by only partially funding participants' expenses. Track one could begin in July, 1988 or Dec.-Feb., 1988-89. Track 2 and 3 could begin July, 1989 or Dec.-Feb., 1989-90.

The consultant should be contracted to return to evaluate the first set of training programs and to establish future directions. From here, the programs could become increasingly self-supporting.

The track 2 training program could be planned to coincide with the usual USIS/ETO visits. If the TESOL Paraguay organization grows and leads to a yearly conference, this could also be taken into account when planning.

OPTION B

Option B is a less extensive plan consisting of individualized components. Plans for an in-country component are minimal and thus the impact will be considerably less.

1. Send individual English teachers (from interior as well, if qualified) to the U.S. for advanced English courses and a homestay program. There are many good teachers whose main need is to perfect their English which is a difficult task in Paraguay. As teachers they are indirectly learning methodology by being students.

2. Send individual English teachers to the U.S. for a short term program in teaching. Some such programs exist in which individuals can enroll. (See newly issued TESOL Guide to Summer Programs, produced under the USIS contract.)

3. Send individuals for USIA type study/visitors programs to learn more about English for Science and Technology and English for Business Purposes. People like Ana Mannarini, Betty Schwartzman, and Susan Spezzini could also be sent for much needed up-dating in their fields. They would be best served by Fulbright opportunities but would probably not seek such extended training.

4. Support the CCPS in designing and initiating an in-country program without an outside consultant. Select individuals to visit BNC's in Latin America with strong teacher training programs designed for outside teachers. Guatemala has already been mentioned.

5. Support the growth of TESOL-Paraguay to make a conference and/or newsletter possible. Select individuals to visit Latin American countries with active TESOL organizations and to attend the annual TESOL convention. Next year it is in San Antonio.

6. Work with USIA to select individuals to attend regional BNC meetings and conferences.

These components could also be done in conjunction with option A.

The continued cooperation and support of USIA is vital for either option. The support that the CCPA in Asunción (and the CCPA's in Stressner and Villarrica) receives allows it to continue being more than just an English program (Ingles y Muchas Mas - its advertising phrase). The seminars by visiting lecturers and ETOs are vital and are the only form of advanced and current teacher training opportunities presently offered to the public. Such opportunities could be expanded by periodically bringing in an academic specialist in ESL/EFL teacher training. The ETF position allows outreach work to be done in Stroessner and Villarrica. (People in Encarnación spoke very highly of work done by Bill Anchor when they visited the CCPA in Asunción). There is a need for the USIS teaching materials to receive wider distribution especially in the interior. (Forum is also highly regarded). A priority should be establishing a clear and workable system for this which takes into account the resources and needs of the USIS post here. USIA Visitors' Program in TEFL could be considered for participants from Paraguay. A U.S. Fulbright scholar in EFL/ESL teacher training could be required. This person could work with the Instituto Superior de Lenguas and the CCPA. Pacita Peña could be sent to Washington for an orientation to USIA and USIS materials in order to establish a more informed and positive

relationship with the USIS post here. Grants could be given to help the CCPA establish a language laboratory capability. These are offered only as possibilities in light of the limited staffing resources available to USIA/Paraguay.

V. CONCLUSION

AID/Paraguay's support for the professionalizing of English teaching is unusual in that this subject area usually falls in the USIA sphere. It is visionary in that it addresses a very real training need and will indeed professionalize and upgrade language teaching and language teaching institutions, and, over time, will increase the likelihood of higher English proficiency levels in candidates for AID and other donor agency training programs conducted in English.

The cooperation that this project has and will continue to ask of USIA and AID plays a valuable and essential part of its effectiveness. The Specialist's initial and subsequent discussions with Julio Basualdo and Alan Rogers, USIS/PAO were extremely helpful in setting up a schedule and focusing work for the three weeks. Emma Perasso and Pacita Pena of the CCPA gave invaluable support and assistance throughout, especially in setting up a trip to the interior. The CCPA gave entry into all the other institutions visited. The meeting with Paul Fritz, AID Representative, at the beginning of week three was useful in preparing this report. Finally, gratitude goes to Corina Cazenave for her careful typing of this report.

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APPENDICES

APPENDIX 1

REPORTS CONSULTED

1. LASPAU Draft of AID/Paraguay Country Training Plan - January 15, 1986

2. Paraguay LAC Country Training Plan (CPT) FY 1986 - 1990, March, 1986

3. Paraguay FY 87 Country Training Plan (CPT) Update

4. Paraguay FY 88 Country Training Plan (CPT) Update

5. USIA/ETO James Ward's Report on visit to BNC - Feb. 13, 1987

6. USAID/LASPAU 1987 Summer TOEFL Institute - Final Report - August, 1987

7. Trip Report by Jenifer Burckett-Evans on visit to AID/LASPAU 1987 Summer TOEFL Institute - July 29 - August 1, 1987

8. USIA/ETO Janet Miller's Report on Visit to BNC - Feb. 22, 1988

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APPENDIX 2

SCOPE OF WORK

USAID/Paraguay requested technical assistance to review and update the ELT component of their Country Training Plan (CTP) FY 1986-1990.

The scope of the work was as follows:

1. Evaluate effectiveness of ELT efforts to date by interviewing returned participants (13 short-term, one long-term) and their employers.

2. Assess current strengths and weaknesses of bi-national center ELT program within the context of a rapidly expanding private sector ELT program.

3. Update CTP strategy for improving ELT in Paraguay taking into account expected future levels of support.

APPENDIX 3

LIST OF PARTICIPANTS AID/LASPAU
SAN DIEGO TEFL INSTITUTE - 1987

NAME	PLACE OF EMPLOYMENT
1. Maria Gladyl Carreras L.	CCPA
2. Alicia G. Chekerdemian	CCPA
3. S. Maria José Fiorio de Chaves	Guarderia St. Nicholas
4. Nestor J. Melgarejo	CCPA
5. Maria S. Netto Villagra	Fisk
6. Marta V. Ortiz Vely	Fisk (currently in U.S. so was not interviewed)
7. Nélida Ovelar Filizzola	CCPA
8. Jesús S. Pérez Echanique	CCPA
9. M. Cristina Rickmann	Video English
10. Maria Ines Riveros Airaldi	CCPA
11. Victor R. Rojas Campos	CCPA
12. Stael Ruffinelli de Ortiz	Stael Rufinelli de Ortiz English
13. Antonio L. Sapienza Fracchia	CCPA

APPENDIX 4

RESPONSES TO INTERVIEW QUESTIONS

1. Most Significant:

- Communicative approach. I realized what it was at last. Training on this started here in 1982. I got practical examples in San Diego.

- Methodology.

- New Techniques.

- A chance to learn about the latest first hand.

- Personal experience as a student of newest methods and chance to observe methods being used by experienced teachers with ESL students.

- Shook up my ideas - forced me to think.

- Being able to work on my English.

- Methodology - no place to learn more for me in Paraguay - I need to keep growing.

- I found out I already knew a lot and that there was more to learn.

- Use of communicative teaching techniques.

- I realized my strengths-weaknesses.

- The hard cultural adjustment.

- I realized what I knew.

- I discovered Suggestopedia.

- More aware of what we at CCPA were doing before (in relationship to what is current) and how we can do more.

2. Effect on teaching:

- Using video camera to film teachers teaching as a training tool, exploring use with students as well.

- More visual aids.

- Suggestopedic use of music.

- More communicative activities in my classroom.

- I am more student-centered.

- Clearer on steps to guide an effective classroom conversation activity.

- Feel encouraged to develop a more modern approach.

- Using videos (live shows, T.V. news programs) I made.

- Using material I brought back.

- Understand the writing process better and the steps to use in teaching writing.

- Using TPR.

- Lesson planning based on objectives - I can see what my students need and how to get there.

- New ways of testing.

- Greater clarity and organization.

- More able to use supplementary course materials.

- I received a lot of theory, but putting it into practice has been difficult. I'm hesitant to try new things.

- Songs, videos, supplementary materials - I understand why I am using them.

- I learned how to train teachers.

- Helped me write syllabus and exams for each of my courses, select texts and materials. I also added writing and culture to classes.

- My classes are more meaningful. My students are happier, more active.

- I'm using videos with children, music with juniors, real life situations (going to the supermarket) with private students, more realistic role plays in classes.

3. Ways shared:

- Informally in teacher's room.

- CCPA workshops - one done by each participant.

- Saturday extra workshop for CCPA colleagues at home.

- Good to see others in Centro have picked things up - encouraging and pleasing to see new ideas working and to share them.

- APIP workshops

- Changes in some CCPA procedures (testing for example)

- Hard to share with colleagues on informal basis - more in workshops and staff meetings - formal ways work better - everyone is busy.

- Difficult to really transmit full idea and feelings in our workshops for teachers - it's hard to present. I don't know what others took from them.

4. Why Others Should Go:

- To see reality.

- To get to work with experts

- To have opportunity to think about themselves as teachers.

- It gives you a lot of confidence (we think we have improved because we are using new things).

- It attracts students to have U.S. trained teachers.

- It keeps us updated.

- It will help us stay on top as a center (CCPA).

5. Suggestions for Future Institutions:

- Bring an American here to train us for 2-4 months so they can really work.

- More observation of ESL classes.

- More specific workshops with hands-on work. We had lots of lectures, not enough time to practice what we were learning.

- Too much theory and overview, not enough in-depth, each day a new person/new topic, too many public school/University visits - not relevant here.

- Input on children.

- More practicality.

- Re-design homestays/living component.

- Have one of teachers do follow-up and work with the teachers back here.

- Outside consultants need to know our context. They keep telling us what is relevant to their context. We need them to know and understand ours. Perhaps it is better to have someone come and work with us here than send a group to the U.S. (as far as improving our teaching is concerned). The U.S. is good for language and culture.

APPENDIX 5

INSTITUTIONS/ORGANIZATIONS VISITED

ASUNCION

INSTITUTES

1. CENTRO CULTURAL PARAGUAYO AMERICANO (CCPA)
   Director: Emma Perazzo
   Director of Courses: Pacity Peña
   2000 students - 35 teachers

2. CENTRO ANGLO-PARAGUAYO (CAP)
   España 451 c/Brazil - Telefono 25-525
   Director: Robert Brown
   Acting Directors: Susan Marshall (Courses)
   Jane Miller (Administration)
   2000 students - 25 teachers

3. STAEL RUFFINELLI DE ORTIZ ENGLISH
   Mcal. Lopez 2361 - Frente a la Embajada del Japón
   Telefono: 61-422
   Director: Stael Ruffinelli de Ortiz
   700-1000 students - 20 teachers

4. INSTITUTO DE INGLES FISK (FISK)
   Mariscal Estigarribia esq. 22 de Septiembre
   Telefonos: 203-948 y 201-024
   Director: Maria Teresa hume de García
   700-800 students - 20 teachers

5. VIDEO ENGLISH

Sebastian Gaboto 565 - Dentro del Parque Caballero

Telefono: 200-208

Directors: M. Cristina Rickman

Julie A. Pratten

PRIVATE SECONDARY SCHOOLS

1. LAS ALMENAS

Legion civil Extranjera 682 esq. Pacheco

Coordinator of English Programs: Graciela Olmedo de Arias

2. COLEGIO INTERNATIONAL

Rio de Janeiro y Mayor Fleitas

Telefonos: 200-575 y 200-663

Director: Charles Fitch

Coordinator of English Courses: Mabel Joyce Sharpin Zacur

PUBLIC SECONDARY SCHOOL

1. COLEGIO NACIONAL DAHLQUIST

Sebastian Gaboto c/EE.UU.

Director: Sra. Avila

English Teacher: Teresa Yakisich

PUBLIC UNIVERSITY

1. INSTITUTO SUPERIOR DE LENGUAS - UNIVERSIDAD NACIONAL DE ASUNCION

Mcal. Estigarribia y EE.UU.

Director: Dr. Honorio Campuzano

Professors: Betty Schwartzman

Susan Spezzini

13-19 students per year

PROFESSIONAL ORGANIZATIONS

1. A.P.I.P. - ASOCIACION PROFESORES DE INGLES DEL PARAGUAY
President: Anna Mannarini
Tel: 84520

OTHER

1. MILITARY GROUP - Col. William G. Rogers (See Appendix 9)

2. BRITISH-PARAGUAYAN PUBLIC SECONDARY ENGLISH TEACHING PROJECT
Rosemarie (Rommy) Leveritt
Instituto Superior de Educación
Tel. 503-011 (2-4)

ENCARNACION

1. UV INTERNACIONAL
J.L. Mallorquin y. P. Kreusser - Tel.: 3929
Director: Tomas Ayala
10 students - 2 teachers

2. 1-12 INTERNATIONAL
Carlos A. Lopez c/Cerro Cora - Tel.:3929
Director: Carlos Orue Rolon
300 students(?) - 5 teachers

3. SYSTEM BASIC COMPUTER
Edif. Itapua, S.A. - Tel 4467
English Teacher: Peter Verman (Australian)
Number of students unknown
1 teacher

4. MIRTA FERNANDEZ DE PALACIOS (Not visited) teaches privately
Gral. Artigas c/Padre Kreusser
Tel 3869

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STROESSNER

1. CENTRO CULTURAL PARAGUAYO AMERICANO
   No location at the present time
   President: Alfredo R. Friedman K.
   Tel. 8701 Int. 538 - Home 3429
   Director: Belinda de Gomell
   Director of Courses: Lourdes de Taboada
   162 students at peak - 4 teachers

2. CENTRO ANGLO-PARAGUAYO (Branch of Asuncion Center)
   Aprinco Building
   Director: Clare Streeter
   150 students - 5 teachers

3. STROESSNER LANGUAGE CENTER
   Director/Owner: Walter Shulz
   35 students (85 last year) - 2 teachers

4. SYSTEM BASIC COMPUTER
   70 students - 1 teacher (Peter Verman)

5. FISK (Located in Foz do Iguazu - not visited)

6. 1-12 INTERNATIONAL to open here in future

VILLARRICA

1. CENTRO CULTURAL PARAGUAYO AMERICANO (CCPA)
   Cnel. Bogado e/Curupayty
   Director: Lidia Sarubbi Hoge
   Tel: 0541 - 2307 (home)
   160 students (60 children)
   5 teachers

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APPENDIX 6

CENTRO CULTURAL PARAGUAYO AMERICANO

STRENGTHS

- 46 year history - basis of solid reputation - People do learn to speak English here.

- Non-profit status.

- More than a language center - library, cultural activities.

- Kept up to date by USIS supported seminars and visits by ETOs, trips to regional BNC meetings.

- USIS materials available to teachers.

- Well organized and well-run.

- Director of courses is experienced language teacher, with MA in TEFL.

- Director is also experienced and trained (Instituto Superior de Lenguas) in English teaching.

- Dedicated, enthusiastic teachers interested in improving themselves and the center.

- Teachers feel trusted by director and director of courses and thus free to work the way they feel is most effective for them. They also feel they have good opportunities to continue learning at the center.

- Tries to keep student costs (books and fees) low.

- Viewed by most English teachers in Paraguay as a place offering seminars which they can attend.

- Effectively working toward a more communicative approach.

- Paraguay teachers are as valued as native speakers. Experience, training, commitment to teaching in Paraguay considered in addition to language proficiency.

- Good physical facility already - soon to be upgraded.

- Philosophy of sharing, support for the upgrading of ELT in all of Paraguay.

- Has been training ground for leaders in ELT field in Paraguay (Stael Ruffinelli was a CCPA teacher as was Maria Teresa Hume de Garcia, Director of Fisk.)

WEAKNESSES

- Perceived as not having as high an overall language proficiency on the part of teachers as the Centro Anglo Paraguayo.

- Weak in ability to offer advanced level courses especially of a conversational nature.

- Perceived as not having the best possible texts (problems with I Love English and New English Course. Center is well-aware of this and is piloting new texts. At the same time, center is trying to keep text costs low for students.)

- Director of courses needs support positions such as Coordinator of children's courses, junior courses, adult courses; too many responsibilities with 2000 students: material development, curriculum development, book piloting, test development, training and supervision, teachers meetings, student conferences.

- Could more actively incorporate USIS materials into courses (good use is being made of the video-scope materials).

- Need for language lab capability (existed in past) and T.V. reception via satellite (in plans for future).

- Need for better teachers' room.

- Board of CCPA more interested in cultural aspect of center. They know without academic aspect they couldn't exist, but they are not as interested in it.

FUTURE DIRECTIONS

- Advanced course for English teachers (more conversational in nature).

- More advanced courses for students (also of a conversational nature).

- Independent teacher training courses open to the public

  (a) Combination of advanced English courses, observations and readings for less proficient, newer teachers.

  (b) Workshop/institute format for more proficient, experienced teachers.

  Either or both of these options could include an observation/supervision component as a follow-up to the course/institute.

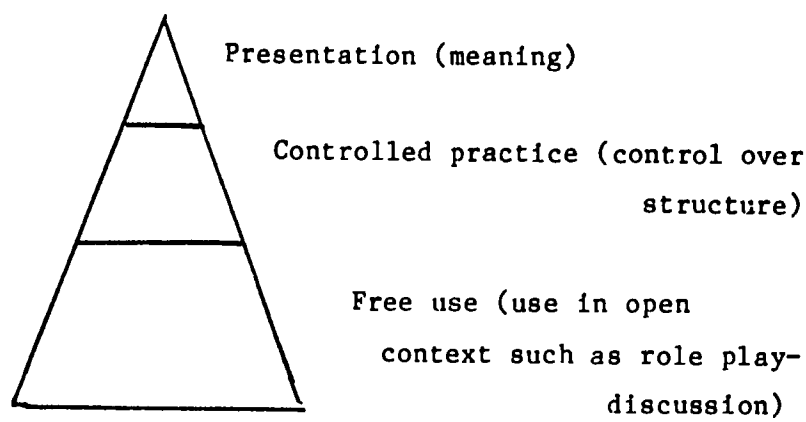
- English for business - at CCPA or place of work. Work has already begun on this.

COMMENTS - OBSERVATION

- Good evidence of communicative intent.
- Effective use of visual aids
- Relaxed, yet purposeful classroom atmosphere.
- Good teacher/student relationships.
- Creative adaptation/supplementing of text.
- Good variety of exercises in a class period.
- Teachers enjoy teaching.
- Good mix of large group/small group work.
- Well prepared for class.

Attention could be focused on:

- Fully aural/oral work - most work is being done with words/structures visible on board or book open.
- Greater emphasis on practice element, exercises often jump from presentation to free use and miss controlled practice:



- Balancing fluency work with some attention to accuracy - examine range of newer correction strategies consistent with a more communicative approach.

- Creating an "intimate" space-pulling people into a circle, seats in front - enhancing effective large group work, sense of engagement.

Based on observation of eight teachers (Nestor, Alicia C., Nelida, Luis, Jesus, Tomy, Gladyl C. Nanci.)

APPENDIX 7

BRITISH-PARAGUAYAN PUBLIC SECONDARY ENGLISH TEACHING PROJECT

Asunción, miércoles 11 de mayo de 1988 HO

Programan mejorar la enseñanza del inglés

En el Instituto Superior de Educación (ISE) Doctor Raúl Peña, se realizó la primera jornada de información sobre el programa de mejoramiento de la enseñanza de inglés en los colegios del nivel de enseñanza media del país.

Participaron de la misma 120 profesores de inglés, la jefa de supervisión del departamento de enseñanza media licenciada María Elba Castillo de Larrosa, así como el cuerpo de supervisores afectados por dicho programa.

En la ocasión, la directora del ISE, licenciada Maxdonia E. Fernández Ayala, dio a conocer el objetivo general del proyecto, así como los objetivos específicos del mismo.

Al mismo tiempo, los participantes recibieron informaciones sobre el plan de operaciones del proyecto de cooperación técnica del gobierno del Reino Unido, a través de la Administración de Desarrollo de Ultramar, y el gobierno del Paraguay, a través del Ministerio de Educación y Culto.

El plan de acciones comprende la elaboración de planes y programas de estudio para la formación de profesores de inglés; elaboración de materiales didácticos para alumnos y profesores; formación y capacitación de recursos humanos que implementen el proyecto; enriquecimiento de la bibliografía existente a través de un programa de donación de libros a la biblioteca del ISE; perfeccionamiento de la capacitación de profesores paraguayos en el dominio del idioma inglés a través de concesiones de becas en el Reino Unido de Gran Bretaña.

La consultora británica Rosemary Leveritt, que opera conforme a las orientaciones del Ministerio de Educación y Culto, informó de su primer plan de trabajo; consistente en visitas, seminarios, simposios, conferencias; se realizarán en el Instituto Superior de Educación (ISE) Doctor Raúl Peña.

Posteriormente, se aplicó su cuestionario-encuesta sobre la necesidad, intereses, y expectativas de los profesores de inglés, a fin de ser considerados en la programación del primer curso de capacitación que se realizará en el mes de julio en la primera semana de vacaciones.

Oportunamente serán convocados por el departamento de enseñanza media los profesores que participarán de dicho curso, que tendrá un seguimiento en terreno, conforme a la selección de colegios y profesores que entrarán en la implementación.

APPENDIX 8

SUPPORT/TRAINING NEEDS AND ISSUES

STROESSNER

- Walter Shulz (Stroessner Language Center), Belinda de Gomell (CCPA) and Lourdes de Taboada (CCPA) are possible candidates for U.S. short term training. Walter is particularly strong. He is AFS Rep in Stroessner.

- USIS Materials for CCPA

- Initial (when they re-open) strong support needed for CCPA. CAP branch has made strong gains. ETF could help here. They do not have enough teachers with solid language skills. Track one training could help.

ENCARNACION

- Track one training program for Tomas Ayala, Erika de Ayala (UV International) and perhaps teachers from 1-12 International.

- USIS materials for UV International.

VILLARRICA

- USIS materials for CCPA.

- Track two training or possibly U.S. short term training for Gloria Peña - CCPA teacher

APPENDIX 9

MILITARY GROUP ENGLISH LANGUAGE PROGRAMS

I met with Col. William G. Rogers of the Military Group at the request of Julio Basualdo to find out what English language training is being done by the Military. Major Eugene S. Richardson, who is replacing Col. Rogers, also attended the meeting.

Five English courses are currently operating with a minimum of assistance from the U.S. or the Military Group in Paraguay. Most teachers were trained at the Defense Language Institute at Lackland Air Force Base to use DLI materials and methodology. Each school has a functioning language laboratory, essential to DLI methodology.

One is for the Paraguayan Air Force and one is for civilian pilots and air traffic controlers. The other three are located at the Ministry of Defense, the International Physical Education Center, and the Military Academy. A new school will open at the Military Prep School.

The program at the International Physical Education Center is an intensive and rigorous 8-hour a day program for seven months. The program at the Ministry of Defense is 1-1/2 hours a day, five days a week for 18 months and is open to civilians who will work there. Some of these graduates go later to U.S. schools or work for other companies. Each school is quite different.

The Military Group has the support of the Paraguayan government and the U.S. Ambassador. They see both as essential in order for these schools to function.

At this point, the Military Group does some student evaluation, provides some materials and surveys equipment. They would like to have someone here whose job it is to monitor the programs. They also feel they need support to send other instructors to the U.S. for English and training. (They are not in the military). This training could only be done at DLI.

Teachers in these programs could be informed through the Military Group of other training resources available in Asuncion.